

## *Fulfilling psychology's promise: A model of undergraduate psychology education*

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### Abstract

Psychologists around the world have increasingly emphasized the role of culturally-relevant psychology education and training in the further development of a relevant psychology for the Majority World. However, resources and training opportunities are limited and there is no model to guide appropriate curricular development. In this article, a model of an undergraduate psychology program that addresses this gap is presented. The program was specifically designed to meet the needs of the Bahamian society and to foster the development of a Bahamian and Caribbean psychology. Various components of model, including the overall structure, core values and assumptions of a tripartite model (national, regional and international focus) are presented. The model includes a curriculum sequence on the psychology of human diversity where cultural specificity is emphasized. The article concludes with a brief discussion on the implications for psychology in the Majority World and global psychology.

*Keywords:* Psychology; Undergraduate; Education; Bahamas; Caribbean

### El cumplimiento de la promesa de la psicología: Un modelo de educación de psicología Resúmen

Los psicólogos de todo el mundo han destacado cada vez más el papel de la educación psicología culturalmente relevante y la capacitación en el desarrollo de una psicología pertinente para la mayoría del mundo. Sin embargo, los recursos y las oportunidades de capacitación son limitados y no hay un modelo para guiar el desarrollo curricular correspondiente. En este artículo, se presenta un modelo de un programa curricular de psicología que pretende atender esta brecha. El programa fue diseñado específicamente para satisfacer las necesidades de la sociedad de las Bahamas y de fomentar el desarrollo de una psicología de las Bahamas y el Caribe. Diversos componentes del modelo, incluyendo los valores de la estructura general y los supuestos básicos de un modelo tripartito (nacional, regional y enfoque internacional) se presentan. El modelo incluye una secuencia de programa de estudios sobre la psicología de la diversidad humana en la que se hizo hincapié en la especificidad cultural. El artículo concluye con una breve discusión sobre las implicaciones para la psicología en el mundo mayoritario y la psicología global.

*Palabras claves:* Psicología; de licenciatura; Educación; Bahamas; Caribe

The growth of culturally-based scholarship from the global psychology community indicates that the end of acontextual, ahistorical and acultural psychology is imminent. Psychologists from the Majority World have contributed to this emerging paradigm shift with consistent criticisms of the limited applicability of mainstream psychology, analyses on the impact of indiscriminant importation (e.g., Allwood, 2005; Diaz-Loving, Reyes-Lagunes, & Diaz-Guerrero, 1999; & Nsemanang, 1992) and warnings about the dependence on an "alien framework" (Sinha, 2010). Although not

featured significantly in the global psychological arena, Caribbean psychologists have also explored similar issues since psychology's introduction to the region (Armour-Thomas & Gopaul-McNicol, 2002; Lefley, 1981; McCartney, 1971; Smith, Domenech Rodriguez, & Bernal, 2011; Tertullien, 1976; & Tynes-Jones, 2005). Regional psychologists have also called for the development of a Caribbean Psychology that reflects the unique psycho-social-cultural realities of the region (Salter, 2000) and is thus better suited to promote the psychological, social and overall health and development of Caribbean peoples (Alvarez Salgado, 2000; Salter, 2000; & Sutherland, 2011).

While scholars have identified a myriad of factors that have impeded psychology's growth, relevance and capacity to shape development in Majority World

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countries (Adair & Kagiticibasi, 1995; & Leung & Zhang, 1995), there is increasing recognition that culturally-relevant psychology education and training (PET) must become a priority to fully realize psychology's promise of promoting well-being in national, regional and global contexts. This is evident in Moghaddam's (1997) conclusion that psychologists from the Majority World should be trained in their own countries and Diaz-Loving, Reyes-Lagunes, & Diaz-Guerrero's (1999) compromise solution i.e., students should be educated about their own cultural reality before studying abroad. This work is consonant with the views of Caribbean psychologists who have highlighted the limited regional opportunities for undergraduate and graduate PET (Salter, 2000) and called for regional collaboration to improve the academic infrastructure to advance "psychological knowledge developed from and for our people" (Alvarez Salgado, 2000, p. 245). Others (Hickling et al., 2008) have maintained that Caribbean psychologists must move beyond their North American and/or European training to ethically fulfill their expanded professional roles and responsibilities in the region and seek additional experiences to ensure that their training is beneficial to the Caribbean people. Specifically, Caribbean psychologists should be knowledgeable about the region's historical background and its potential impact on the psyche of its people (Hickling et al., 2008; Morgan & O'Garro, 2008; & Sutherland, 2011). Together with a firm grounding in the psycho-socio-cultural reality of the people and an awareness of the vast social and environmental challenges, this knowledge is critical to reduce dependence on psychologists from traditional centers of psychology and to develop a Caribbean Psychology to foster regional growth and development (Alvarez Salgado, 2000; Ramkissoon, 2010; & Sutherland, 2011).

The increase in the number of psychology programs, the emergence of courses in Caribbean psychology and development of a cultural therapy graduate program at the Caribbean Institute for Mental Health and Substance Abuse are all critical steps toward developing a regional psychological psychology that is grounded in the Caribbean ontology. However, despite these advances and increasing dialogue on PET in the global arena (Marsella, 2007), there remains a dearth of culturally-relevant resources and training opportunities for psychologists from the region and the Majority World. In fact, there is no coherent framework to guide appropriate curricular developments as a means to foster the research, application and theoretical developments to fulfill psychology's promise in a range of national and regional contexts. In this article, I address this void by describing an integrated model of undergraduate psychology education grounded in

the unique socio-historical, educational, economic and geo-political realities of The Bahamas. This model is premised on the assumption that culturally-relevant PET is a critical tool for preparing students (majors and non-majors alike) for multiple roles in Bahamian society that include conducting culturally-relevant research, developing and implementing interventions/programs and informing social policies to effect societal change. The shared historical, geo-political, socio-cultural and human development challenges of other Caribbean and Majority World countries, similarities regarding the development of psychology, and the shared vision for a global psychology that is representative of all peoples suggest that this model also has implications beyond The Bahamas.

The aim of the curriculum is to provide psychologists-in-training with the resources to awaken their personal and professional spirits and prepare them to undertake the restorative work necessary to transform Bahamian society. The critical aspects of the Bachelor of Arts Program in Psychology to achieve this aim, including the program goals, objectives and core values that undergird the development, instruction and assessment components of the program, are discussed. Particular attention is given to the program structure with core (required) and specialization courses that provide the disciplinary breadth and depth that prepare students for transition to the world of work in a range of Bahamian sectors and/or for graduate education abroad.

The program content, a particularly distinctive and culturally-relevant feature of the curriculum, which emphasizes a tripartite focus on national, regional and international psychology (e.g., histories, research findings, theoretical models etc.) and a curricular sequence that places emphasis on a psychology of human diversity are also presented. The focus on psychocentrality (Hickling, 2002) is discussed in some detail, with an emphasis on the range of factors that affect the psycho-socio-cultural reality of the Bahamian people. Additionally, I present information on sample course content, critical processes and preliminary outcome data that epitomize the culturally-relevant pedagogic features of the program. In the conclusion, I invite feedback and collaboration between psychologists from the region and the rest of Majority World to contribute to global PET efforts and further transform the discipline.

### Goals, Objectives & Learning Outcomes

This model of undergraduate psychology education was developed at the College of The Bahamas (COB), the national tertiary educational institution of the country, which has responsibility for national

development. The first cohort of student was enrolled in 2005 and approximately 30 students have graduated from the program in the last five years. The program's development followed a period of extensive research on undergraduate education in the regional and international communities, a review of the literature regarding the state of psychology in Majority World countries, and contemporary developments in psychology. The latter included the internationalization of psychology and its curriculum (i.e., focus on research findings and concepts beyond those of North America or Europe), critical discourse on the operationalization of diversity/multiculturalism (Leach, 1997), and the importance of an "appropriate psychology" for developing countries, with its associated ethical implications (Moghaddam & Taylor, 1989). Finally, development of psychology at the national and regional levels, factors influencing the same and visions for psychology's role in transforming our communities were central in establishing culturally relevant program goals, objectives and specific learning outcomes. Consultation with members of Bahamas Psychological Association was also critical in the development of the program.

In keeping with COB's mandate to promote development, the undergraduate psychology program was designed with the overarching goal to advance the science and profession of psychology in The Bahamas and Caribbean region (COB Psychology Program, 2005). It reflected traditional goals from other models (APA, 2002) that included an emphasis on the science and application of psychology, a liberal arts education, promoting sociocultural and international awareness and fostering personal and career planning development. However, COB's program also included adapted and distinctive goals that reflected the needs of our communities that included the following:

- To develop a diverse perspective and an international outlook across the curriculum with specifically designed courses that are locally and globally distinctive;
- To prepare undergraduate students in psychology and other disciplines to develop skills and knowledge that are applicable in areas such as public service, private sector and non-governmental organizations; and
- To provide educational/learning experiences that are relevant to the Bahamian and Caribbean social, cultural and economic realities while maintaining international academic standards.

Similarly, we retained many objectives and learning outcomes developed in the mainstream Euro-American centers of psychology, but again made adaptations and additions that would provide psychologists-in-training

and other students with the foundation for simultaneously challenging the supremacy of that knowledge, promoting the multiple and collective origins of knowledge (Swartz, 1992) and cultivating a local and regional frame of reference. As a result, the BA program in psychology provides students with many mainstream knowledge, skills and values unique to the science and profession of psychology, including major theoretical approaches, research skills, findings and historical trends but also seeks:

- To foster an appreciation for diversity in psychology, as well as international psychology and psychological theories emerging from developing countries; and
- To contribute to the development of an indigenous approach to psychology to address the needs of the Bahamian and Caribbean societies.

#### Core Values and Assumptions Underlying Undergraduate Psychology Model

The overarching goals, objectives and outcomes of COB's undergraduate psychology program were grounded in the view that psychology is an international discipline and that there are commonalities with PET values and assumptions from other contexts. These included the use of a variety of pedagogical models, emphasis on the development of lifelong skills and competencies, a diversity-focused approach to the discipline, and the importance of quality assurance and an outcomes assessment process (APA, 2002). However, the program's development was also anchored in knowledge about the evolving cultural-relevance of the discipline, the limitations of mainstream psychology education (e.g., pedagogy, instructional materials, theoretical paradigms, and research methodologies) and the challenges associated with developing culturally-relevant PET. As a result, COB's BA program features additional values and assumptions that are distinct from those in mainstream psychology programs; specifically, culturally-relevant PET:

- Is critical for national and regional development in the Majority World (MacLachlan & Carr, 1994; Tertullien, 1977) and is *broader in scope* than mainstream psychology education;
- Is grounded in a *social-constructionist framework* that recognizes the role of historical and cultural context (e.g., socio-political, economic, linguistic factors etc) in knowledge construction and values the multiple and collective origins (Jenkins & Alfred, 2010; Swartz, 1992) of psychological knowledge (Marsella, 1998);
- Requires a *meta-disciplinary* focus that emphasizes psychology's (theories, research and application) ideological, religious, ethical,

moral, social and political impact at the local, regional and international levels (Hickling et al., 2008; Marsella, 1998);

- Is inherently *interdisciplinary* in nature as it prepares students to advance knowledge and address a range of complex local, regional and global events, forces and problems that cannot be effectively solved by a single discipline (Spelt, Biemans, Tobi, Luning & Mulder, 2009);
- Emphasizes *historical and cultural psychi-centrality* (Hickling, 2002) with a simultaneous focus on the collective representation and collaboration of diverse cultures and the primacy of a personal (individual, national and regional) frame of reference as a means to promote conscientization (Feire, 1970) and societal transformation;
- Is based in the *human rights framework* as a fundamental organizing principle that requires explicit human rights education i.e., instruction, application and evaluation; and
- Is *emancipatory* in its focus on students as constructors of knowledge that interrogates, evaluates and challenges existing dominant narratives in personal, collective and disciplinary realities.

## Program Structure and Content

### Core Courses

As there was no graduate program in psychology in The Bahamas at the time the undergraduate program was being developed, it was critical that the program was consistent with international practices and thus prepared students to complete graduate education abroad (e.g., United States, Canada & the Caribbean). As a result, we utilized existing models of Euro-American and Caribbean psychology education in designing the program i.e., ensuring that the program offered the core (See Table 1) and elective courses most typical of undergraduate programs. However, consistent with our commitment to culturally-relevant PET, the specific courses and the course sequences were tailored to meet the educational experiences, skills and competences of the typical Bahamian high school graduate. This was exemplified in the decision to deviate from the typical patterns of mainstream PET offer two Introduction to Psychology courses, two Statistics courses in the Sophomore year and two Research Methods courses in the Junior year.

Table 1  
*Core Courses in COB's Undergraduate Psychology Program*

Course Number	Course Title	Credits
PSY 100	Introduction to Psychology: Social Sciences Foundations	3crs
PSY 101	Introduction to Psychology: Natural Sciences Foundations	3crs
PSY 201	Diversity in Psychology	3crs
PSY 245	Introduction to Behavioral Statistics	3crs
PSY 248	Statistics for the Behavioral Sciences	3crs
PSY 305	Introduction to Research Methods	3crs
PSY 315	Research Applications in Psychology	3crs
PSY 325	History and Systems of Psychology	3crs
PSY 455	Special Topics	3crs
PSY 460	Psychology Capstone Practicum	6crs

### Concentration Strands

The existing data on the limited graduate school enrollment for psychology undergraduates in the U.S (Borden, & Rajecki, 2000), the absence of a local graduate program, and requests from professionals in multiple national industries (e.g., banking, tourism, human and social development, education etc.) for “work-ready” graduates were considered in the pro-

gram development. These factors mandated that the psychology program provide education and training that facilitate a successful transition to the work environment to address the needs of the Bahamian people and ultimately contribute to nation building. To achieve this goal, we integrated components of European, American and Latin American models. As a result, there is a joint focus on General Education Courses to

expose non-psychology majors to discipline-specific knowledge, skills and attitudes and Major courses that required that psychology majors specialize in one of four strands, ensuring both breadth and depth in

psychology (See Table 2). Psychology majors are required to complete two courses in each strand and an additional three courses in one strand (specialization).

Table 2  
*Specialization Strands in COB's Undergraduate Psychology Program*

<b>Strand A:</b>	<b>Applied/Vocational</b>	<b>Strand B:</b>	<b>Diversity</b>
PSY 255	Industrial /Organizational	PSY 301	Indigenous Psychology
PSY 330	Tests and Measurement	PSY 350	Culture and Behavior (S)
PSY 310	Consumer Psychology	PSY 360	Personality Theory
PSY 420	Counseling in Psychology	PSY 400	Caribbean Psychology
PSY 440	Group Dynamics	PSY 425	Psychology of Gender
<b>Strand C:</b>	<b>Clinical</b>	<b>Strand D:</b>	<b>Developmental/Social</b>
PSY 202	Abnormal Psychology	PSY 266	Social Psychology
PSY 251	Adult Adjustment	PSY 340	Child/Adolescent Psychology (S)
PSY 300	Introduction to Clinical	PSY 345	Cognitive Psychology
PSY 405	Child Psychopathology (S)	PSY 430	Adulthood and Aging (S)
PSY 445	Behavior and Drugs	PSY 410	Applied Social Psychology
PSY 450	Seminar in Clinical Psychology		

*Note. S indicates a Service Learning Course*

### Service Learning and Capstone Courses

Students are also mandated to complete at least one service learning course and the Capstone Practicum that provide relevant work experience prior to graduation. The benefits of these requirements are best exemplified in the Child and Adolescent Psychology (PSY 340), Child Psychopathology (PSY 405), and Seminar in Clinical Psychology (PSY 450) and Capstone Practicum (PSY 460) courses that provide fully integrated learning experiences. PSY 340 and PSY 405 are service learning courses and thus require students to integrate the work experience in the community (e.g., schools or children's residential facilities) with the course work. In PSY 340, students work with children who are developing normally and in PSY 405, they gain experience (via observation, stimulating, mentoring and tutoring) with youngsters who have been diagnosed with learning, developmental or mental health disorders. These courses, in addition to PSY 450, where students learn to use basic assessment tools (e.g., interview schedules), prepare them to work under the supervision of psychologists in the Capstone Practicum course, which requires 120 hours of work experience over a fourteen

(14) week semester. This sequence prepares students for work in the field of child and adolescent mental health (CAMH), a critical but underdeveloped area in Majority World countries (Belfer & Saxena, 2006). It also provides further benefits because students have an appreciation for the resources and gaps in the community, can tailor their graduate education to directly address the needs of the community and have knowledge about the CAMH system that can facilitate their later integration into the mental health system.

### The Tripartite Focus on Bahamian, Regional & International Psychology

A particularly distinctive feature of COB's undergraduate program is the tripartite focus on Bahamian, Caribbean and International Psychology to achieve the vision of a global psychology that is representative of all humanity. This model complements models on internationalizing the psychology curriculum that have emerged from Euro-American centers of psychology and addresses culturally-relevant education and training challenges in the Majority World. Figure 1 shows the focus of mainstream BA programs in

psychology while Figure 2 shows the content focus of COB's BA program. As the latter figure suggests, this alternative approach to psychology education, which is embedded across the curriculum, does not seek to diminish or marginalize Euro-American psychological knowledge, but instead challenges its supremacy by placing in a context that requires awareness, valuing

and consideration of psychological knowledge from all cultures. It exposes students to multiple models of culturally-relevant psychologies, without the apriori claims of universality and/or ethnocentrism that have limited psychology's application across contexts, and thus provides models for developing Bahamian and Caribbean psychologies.



Figure 1. Content of Mainstream B.A. Programs



Figure 2. Content of COB's B.A. Program

This approach extends beyond the compensatory inclusion of a select theorists and contexts or maintaining quotas; instead it requires re-conceptualizing the content of all psychology courses to reflect this triple focus regarding the history of the discipline, pioneers in psychology, roles and activities of psychologists, theories, research and application, ethical standards, and psychological organizations. Models for examining the factors that influence the development of psychology around the globe and assessing psychology's impact on society are also explored. The systematic realignment of course objectives, activities, and resources that accompanied this major shift in course content has required considerable curricular development, including course syllabai, modules, units and resources. Faculty members continue to address a myriad of constraints, including the availability of resources and the monolingual competencies of Bahamian psychologists.

#### Psychology of Human Diversity Sequence

A major feature of the undergraduate program is the series of five diversity-based courses designed to provide a firm foundation for culturally-based psychology to prepare students to transform Bahamian and Caribbean societies, function effectively within the complex global environment, and enhance psychology's relevance in the global community. Together with the culturally-relevant content in other courses, courses in this strand focus on psychology of human

diversity paradigms, diversity-based historiographies of the discipline, ideological implications, diversity perspectives (e.g., cross-cultural, indigenous, ecological and sociopolitical), epistemologies, range of research methodologies, and issues related to specific populations. PSY 201 is mandatory (see Table 1) and students are required to take two additional courses in this strand. The course descriptions for the courses (COB Psychology Program, 2005) in this sequence are provided below.

- PSY 201 Diversity in Psychology**  
In this course students examine psychology's evolution as a science of human diversity, diversity paradigms, values and specific theories emerging from diverse populations. Students are also exposed to relevant theoretical perspectives and strategies for promoting diversity and research processes that advance an understanding of human behavior across various domains of human diversity.
- PSY 301 Indigenous Psychologies**  
In this course, students examine psychologies emerging from countries with a history of slavery and/or colonialism. They study alternative paradigms, indigenous concepts and methodologies, as well as the role of indigenous psychologies in national and regional development

- **PSY 350 Culture and Behavior**  
In this course, students focus on human behaviour and experiences as they occur in different cultural contexts. Attention is given to traditional and emerging perspectives, research methodology and application.
- **PSY 400 Caribbean Psychology**  
In this course, students use a thematic approach to examine the development of psychology in The Caribbean region. Traditional psychological resources are integrated with interdisciplinary resources from the region to gain a psychological understanding of the peoples of the Caribbean.
- **PSY 425 Psychology of Gender**  
Students examine psychological theories inherent controversies, diversity and research issues regarding gender. Topics include the impact of gender on personality, development, physiology, intellect, achievement and social roles. The influence of history, politics and culture, including Bahamian culture, are investigated.

#### Psychicentrality: Content and Processes

In his 1971 publication, *Neuroses in the Sun*, Dr. Timothy McCartney, the father of Bahamian psychology, posited that all of society's challenges can be traced to some extent, to the issue of "distorted history" of self and culture which determines "our frame of reference, our identities and aspirations" (p. 53). He continued by asserting that the psychological transformation that will yield a healthy Bahamas required awareness about our historical, cultural and sociological background and acknowledgement of others' rights to identify with their own cultural heritage. Hickling (2002), a Caribbean psychiatrist, also emphasized the importance of history in his Caribbean-derived cultural therapy which utilizes history as therapy, entertainment and social action to challenge "European episteme which is steep in our collective psyche, and in our cultural and social history" (p. 34).

Unfortunately, the absence of historical and cultural psychicentrality remains one of the greatest challenges in creating a transformative culturally-relevant psychology in The Bahamas. Specifically, there is a profound lack of knowledge about and an extremely oversimplified conceptualization about the range of factors that influence the Bahamian psycho-socio-cultural reality (e.g., impact of historical oppressive trauma and contemporary forces that perpetuate these influences) that contribute to a pervasive ahistoricism in the face

of rapid societal change, a deepening "cultural and ideological void" (Schulman, 1999; p. 21, in Shnookal & Muniz, 1999), and psychic vulnerability that affects individual and community adjustment. This situation is exacerbated by the fact that psychologists, who are to foster development and well-being, also demonstrate limited psychicentrality and by virtue of their education and training, have a firm personal and professional grounding in the frame of reference of the "superior other". As a result, this alternative model of psychology undergraduate education was designed to directly address this state-of-affairs by providing emancipatory psychology educational experiences to provide knowledge and skills, discard the shackles of oppression and promote world views, values and attitudes necessary to engage in culturally responsive psychological (personal and professional) activities to effect societal change.

#### Content

The program features distinctive *content* that promotes psychicentrality, supplements mainstream psychological content and is a critical source of data for developing a culturally-relevant psychology. Topics that are addressed (to varying degrees) across the curriculum include the following:

- Historiography of the Bahamian and Caribbean peoples
- Enslavement and colonialism (traditional and contemporary)
- Psycho-philosophical traditions and heritages
- Bahamian and Caribbean culture: beliefs, values and practices
- Shared commonalities and distinctiveness across territories
- Identity: racial admixture and origins of Bahamian and Caribbean peoples
- Economic and trade models
- Social, educational and governmental institutions
- Health and education data, policies, program and legislation
- Development models and sociodemographic indicators (e.g., poverty data, Millenium Development Goals etc).
- Regional and international organizations (e.g., Caribbean Community, Pan American Health Organization, World Health Organization etc.)
- National, regional and international policies, statutes and conventions (e.g., Bahamas Child Protection Act; United Nations Conventions on the Rights of the Child)
- Multidisciplinary regional resources: Literature, musicology/festivals, folklore, oral history, linguistics, film studies, art, sociology etc

## Processes

The program also features critical *processes and activities* that prepare students to participate in societal transformation and the global discourse on the culturally-relevant psychology. Examples of processes include the following:

- Integrating history and research methodology on psychology projects
- Interrogating the applicability of theories and research findings to our cultural contexts
- Applying differing perspectives of a psychology of human diversity
- Constructing various types of knowledge (e.g., qualitative and quantitative)
- Examining the framework for evaluating psychology's development in national and regional contexts
- Exploring the psychological indigenization process in other cultural contexts
- Systematically observe, critique and prepare to effect change
- Exploring diversity in the Bahamian and Caribbean contexts
- Promoting self-reflective learners and citizens (e.g., cultural beliefs and value systems)
- Engaging the culturally different at the community, national and regional levels
- Expanding the psychological unit of analysis
- Analyzing historical and contemporary forces that affect Bahamian and Caribbean cultural identity
- Interrogating narratives about Bahamian and Caribbean identity
- Integrating knowledge from multiple Caribbean disciplines
- Utilizing national, regional and international sources

## Preliminary Student Outcomes Results

The BA program in psychology was designed to provide highly qualified and trained graduates who can utilize their training to address the psycho-socio-developmental needs of the Bahamian people and/or enroll in graduate school for additional training (e.g., Master's Degree or Doctorate Degree). Consistent with this aim and identified features of quality undergraduate programs, assessment of student outcomes at the individual course and overall program levels are critical components of COB's program. A recent survey of the program's 30 graduates was conducted to assess professional outcomes, satisfaction with outcomes and overall preparedness of the job market and/or graduate school. Data analysis is ongoing but preliminary findings indicate that six (20%) of the graduates are enrolled

in graduate school in several specialties (e.g., Clinical Psychology, Organizational Leadership, Mental Health Counseling and Rehabilitative Counseling). In addition, seven (23%) students have been accepted for or have applied for Fall 2013 graduate school enrollment. On issues of employment, six (20%) of students were employed in psychology-related organizations (e.g., psychiatric hospital, child development and mental health facilities, Department of Social Services and The Bahamas Red Cross). However, three (10%) respondents indicated that they were employed in non-psychology related jobs and two (7%) respondents reported that they were unemployed. The emerging pattern of results suggests that the BA program has prepared students to assume psychology-related positions in the Bahamian society and/or enroll in graduate education.

## Conclusions

Bahamian and Caribbean psychologists, like colleagues from other Majority World countries, have articulated a vision for a culturally-relevant psychology to promote national and regional development. While there is recognition that culturally-relevant pedagogy is critical to realizing this goal, there is no coherent model to guide curricular developments. In this article, I presented a culturally-based model of undergraduate psychology education that is grounded in the Bahamian contextual reality that is intended to provide educational experiences to prepare students contribute more meaningfully to transforming Bahamian society. Initial outcome findings suggest that the program graduates have been adequately prepared to assume entry level positions in various sectors of the Bahamian society and to pursue graduate education. However, with its simultaneous focus on Caribbean and international realities, the model also have relevance for psychology education in other Caribbean and Majority World countries; in fact, it can be refined with input from psychologists from diverse contexts in the region and the global community. As a result, this article is an open invitation to other psychologists from the Majority World to write about their curricular innovations and collaborate in integrating and reformulating psychology education as a means of contributing to the development of a universally negotiated framework for PET. Such a framework has the potential to promote national and regional development in a range of contexts, enhance psychology's relevance and applicability in the global community, and further promote the progression of a culturally-based psychology to fulfill psychology's promise to humanity.



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Received 12/04/2012

Accepted 01/31/2013

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