Supplemental Material

International Competences for Undergraduate Psychology (ICUP): Highlighting the Value of Undergraduate Psychology Education in Personal, Work, and Community Domains

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Supplemental Material Section 1 (SM-1): Some Key Definitions

Table SM-1

Useful definitions from the ICUPO project (Nolan et al., 2025)

Term to be defined	**Definition** (all from Nolan et al., 2025 - see *Note*)
Foundational psychology competence	"a specific behaviour or set of behaviours performed… within personal, work, or community contexts; these behaviours are underpinned by practical and theoretical knowledge, cognitive skills, attitudes and values… foundational level of competence indicates that graduates will have broad and coherent knowledge and skills that can be further developed as professional psychology competences…" (p.12).
Professional psychology competence	"Combination of practical and theoretical knowledge, cognitive skills, behaviour, and values used to perform a specific behaviour or set of behaviours to a standard, in professional practice settings associated with " an advanced professional psychology role (based on IPCP, 2016, p.4)." (p.12)
Intervention	"A deliberate and structured process usually based on a theoretical or practice-based model and having an expected outcome. The process is one in which some action is taken through which it is expected that the individual or group of individuals involved will be changed" (IPCP, 2016, p.6). Explanatory Note: The term 'intervention' used in this Model is not narrowly defined to psychotherapeutic 'treatment' interventions; rather, interventions can be undertaken in any context where changes in human attitudes and behaviour are sought, for example, programs to: (a) modify one aspect of one's own behaviour (e.g., engage in regular mindfulness meditation practice); (b) in work settings, increase awareness of diversity, and optimise inclusive behaviours; (c) increase aged-care workers' evidence-based dementia-sensitive behavioural management skills; and (d) increase effectiveness of study strategies for high school students. At this level, interventions are very unlikely to be 'treatment' or even 'early intervention' focused, and are much more likely to be 'prevention' or 'wellbeing optimisation' focused." (p.12)
Psychology-relevant	"Psychology-relevant competences are "generic" competences that are both psychology-informed, and psychology-applied. Explanatory Note: In contrast to "Psychological Knowledge" and "Psychological Research Methodologies and Methods", which are usually viewed as core and specific to the discipline of psychology, the remaining five competence categories are usually construed as encompassing 'generic' competences, because they are not 'owned' by any one particular discipline. However, the literature suggests that there are two aspects that must be taken into account when constructing the curriculum of a particular discipline (in this case, psychology): (1) the extent to which the generic competences are informed (i.e., Psychology-informed) by the discipline (e.g., Murdoch, 2016), and (2) the extent to which 'generic' competences should be applied (i.e., Psychology-applied) in discipline-specific contexts. In terms of "Psychology-relevant" 'generic' competences, it is acknowledged that most 'generic' competences are the result of knowledge, skills and values derived from multiple disciplines, including psychology. For example, with Critical Thinking & Problem-

	solving, philosophy may have been the historically dominant discipline, but with a psychological scientist (Daniel Kahneman, 2002) amongst the Nobel Prize winners on the basis of research in critical thinking, there is no doubt that psychology does and should inform Critical Thinking & Problem-solving competences. Indeed, psychology knowledge, skills, and values/attitudes are relevant to all five of these 'generic' competences, because all involve cognition and behaviour (this fact is often under-emphasised). Thus, psychology students should be aware of the contributions of psychology as well as other disciplines to these 'generic' competences (explicit Interdisciplinary Knowledge; OECD, 2019). This is in contrast to using the terms "Psychology" or "Psychology-specific", which would mean only focusing on the contributions of psychology to these 'generic' competences. All of these 'generic' competences have clear application across psychology, and therefore these applications should be integral to psychology curricula. For example, psychology students (cf. other students) could be trained to identify where instances of 'fast' versus 'slow' thinking (Kahneman, 2011) are adaptive/maladaptive. To encompass both these aspects (psychology-informed, and psychology-applied), the term "Psychology-relevant" is used in relation to the naming of the generic competence categories. The value of framing these otherwise 'generic' competences as psychology-relevant is the implication that the skills are being developed with a psychology-specific disciplinary lens, emphasising the unique value of developing psychological literacy in the undergraduate foundational psychology program." (p.13).

Note. Nolan, S. A., Cranney, J., Narciss, S., Machin, T., Gullifer, J., Goedeke, S., de Souza, L. K., Job, R., Jia, F., Foster, L., Hulme, J. A., Iliescu, D., Ju, X., Kojima, H., Kumar, A., Tchombe, T., Waitoki, M., Boeta, V., Reyes, M. E. S., & IRGUPO.1 (2025c). *Gamma.R3 Version: International Competences for Undergraduate Psychology (ICUP).* Open Science Foundation. Preprint [Manuscript in preparation within https://doi.org/10.17605/OSF.IO/6Y38X]. https://osf.io/6vz8s

Supplemental Material Section 2 (SM-2): Studies relevant to Capabilities in the Personal, Work & Community Domains

It is somewhat early in the life of the *ICUP* Model to have strong evidence of links between the *ICUP* competences and improvements in behavioral outcomes. We sought from existing literature, studies that speak to similar knowledge, skills, attitudes and values (which we refer to here as 'capabilities') as those expressed in the *ICUP* competences. The approaches taken in these studies included: descriptions of suggested teaching strategies to develop such capacities; narrative reviews of evidence-based strategies that could be taught; evaluations (primarily subjective ratings rather than performance measures) of strategies that were designed to develop such capabilities. There is little if any literature which reports 'ecologically valid' research, for example, a specific teaching strategy resulting in changes in student capability in authentic settings. Clearly, there is much scope for further research. The literature below was the result of author searches, not a systematic review (which is beyond the scope of this paper), and we have provided some annotations (to help guide readers in their selection of further reading). Reference citations that appear in the main document are

indicated in blue. Note that competences often provide benefits in more than one domain; for example, cultural responsiveness and respect for diversity is beneficial in all three domains.

Personal Domain

Charlton, S., & Lymburner, J. (2011). *Fostering psychologically literate citizens: A Canadian perspective.* In J. Cranney & D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 234–248). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199794942.003.0060 [This chapter presents a number of scenarios in which the application of psychology is adaptive in the personal or community domains. For example, one author recounts how they applied their psychology-relevant critical thinking and research skills to derive a better outcome for their skin cancer treatment.]

Chew, S. L., Boysen, G. A., Naufel, K. Z., Wickes, K., & Rudmann, J. (2022). The successful psychology course: Transformative skills in introductory psychology. In R. A. R. Gurung & G. Neufeld (Eds.), *Transforming introductory psychology: Expert advice on teacher training, course design, and student success* (pp. 139–170). American Psychological Association. https://doi.org/10.1037/0000260-007 [This chapter focuses on the ways in which an introductory psychology unit can be used to develop students' skills in the personal domain, with a particular focus firstly on study skills, self-regulation and self-efficacy, and then on skills for personal development, including healthy behaviors, ethics, and cultural competency.]

Craig, N., & Zinkiewicz, L. (2010). *Inclusive practice within psychology higher education*. Higher Education Academy Psychology Network. Available at http://hdl.handle.net/10536/DRO/DU:30029236 [This guide indicates that students sometimes study psychology to understand their own personal challenges, and suggests methods of creating inclusive teaching to support safe and accessible learning.]

Davidson, G. R., & Morrissey, S. A. (2011). Enhancing ethical literacy of psychologically literate citizens. In J. Cranney & D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 41-55). New York: Oxford University Press. https://psycnet.apa.org/doi/10.1093/acprof:oso/9780199794942.003.0023 [This chapter discusses approaches to the development of ethical decision-making (and the examination of values) in personal, work and community domains, by for example, encouraging students to make reference to (often conflicting) Western moral frameworks.]

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, 14*(1), 4-58. https://doi.org/10.1177/1529100612453266 [This article presents cognitive psychological evidence for the relative effectiveness of different study strategies that can be used by students and their educators, and could be taught through cognitive psychology units.]

Dunn, D.S., Hammer, E. Y., & Weiten, W. (2015). Psychology of adjustment: An opportunity for teaching and promoting psychological literacy. In D. S. Dunn (Ed.), *The Oxford handbook of undergraduate psychology education* (pp. 431-438). New York, NY, US Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199933815.013.031

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality & Social Psychology*, *87*(2), 228-245. https://doi.org/10.1037/0022-3514.87.2.228 [This paper presents research supporting the active-constructive model of responding to 'good news'. Contact MfR for a student exercise using this framework.]

Hakelind, C., Steinvall, A., & Deutschmann, M. (2022). The power of aha! on stimulating and guiding students towards self-awareness and critical reflection while teaching about personality psychology and gender stereotypes. *Psychology Learning & Teaching*, 21(1), 57-72. https://doi.org/10.1177/14757257209794 60 [An interesting study demonstrating how students' stereotypes around gender can be challenged and used as a stimulus for reflection].

Hulme, J.A., & Cranney, J. (2021). Psychological literacy and learning for life. In J. Zumbach, D. Bernstein, S. Narciss, G. Marsico, G. (Eds), *International handbook of psychology learning and teaching* (pp. 881-909). Springer International Publishing. https://doi.org/10.1007/978-3-030-

26248-8_42-2 [This chapter discusses examples of teaching strategies for each of the personal, work and community domains.]
Kalibatseva, Z., & Yang, K. (2024). Student multicultural attitudes and ethnocultural empathy in psychology classes. *Scholarship of Teaching and Learning in Psychology.* Advance online publication. https://doi.org/10.1037/stl0000404 [Article demonstrates that teaching students explicitly about diversity and culture leads to measurable changes in awareness, empathy, care and acceptance of cultural differences]
Morris, S., & Cranney, J. (2022). Promoting student wellbeing through dedicated units on the psychological Science of wellbeing: Rationale, nature, and student evaluations. *Psychology Learning & Teaching, 21(3*), 264-277. DOI: 10.1177/14757257221098024 [This article describes units designed to provide students with opportunities to acquire competences particularly relevant to self-management skills for academic success and wellbeing.]
Morris, S., Cranney, J., Baldwin, P., Mellish, L., Krochmalik, A. (2018). *The rubber brain: A toolkit for optimising your study, work and life.* Brisbane: Australian Academic Press. ISBN 978-1-9256-4408-1 [This book is particularly relevant to university students because it covers evidence-based self-management skills for time management, study skills, handling procrastination etc, as well as more challenging topics such as self-knowledge, self-regulation and the examination of values. It is used as a textbook in the dedicated units on wellbeing referred to in Morris & Cranney, 2022.]
Pearson, E., Richardson, A., & Le Busque, B. (2024). Fostering psychological literacy and student well-being through the first-year course Connecting and Working with Nature: A case study. *Psychology Learning & Teaching, 23*(2), 207-223. https://doi.org/10.1177/14757257241231840 [From manuscript: "Pearson et al. (2024) describe an innovative unit where first-year psychology students learned about nature-connectedness and well-being. These students learned to improve their mood through spending time in nature (personal domain), recognized the benefits of such activities for reducing workplace stress (work domain), and developed a greater appreciation for environmental conservation (community domain). This outcome was achieved without crossing professional or ethical boundaries."]
Richmond, J. L., & Cranney, J. (2022). Curricular approaches to supporting university student academic success and wellbeing. *Psychology Learning and Teaching*, 21(3), 254-263. https://doi.org/10.1177/14757257221098763
Wilson, T. D. (2009). Know thyself. *Perspectives in Psychological Science, 4*(4), 384–389. https://doi.org/10.1111/j.1745-6924.2009.01143.x [Article proposes that the empirical study of self-knowledge (using three different approaches) is critical to self understanding, with associated benefits for personal life]

Work Domain

Many of the references under the Personal Domain are also relevant to the Work Domain, such as Davidson & Morrissey (2011), Kalibatseva & Yang (2024), Hulme & Cranney (2021), and Pearson et al. (2024). See also Brayley & O'Connor's (2021) in the Community domain.

Cary, S. G., Pritchard, M. E., & Landrum, R. E. (2024). Psychology workforce literacy: A gap worth minding. *Psychology Learning & Teaching*, *23*(2),136-150. https://doi.org/10.1177/14757257241248649 [This paper presents a useful approach for educators to support undergraduate psychology graduates to transition into careers, with reference to personal and professional development and communication and interpersonal skills.]
Cohen, L., Chang, P. P. W., Hendricks, J., Cope, V., & Harman, B. (2011). Enhancing psychology students' experiences: The development of an undergraduate leadership programme. *Psychology Learning & Teaching, 10*(2), 164-169. https://doi.org/10.2304/plat.2011.10.2.164 [Describes a year-long extra-curricular programme to develop leadership skills in undergraduate psychology students.]
Cranney, J., & Morris, S. (2018). Undergraduate capstone experiences and psychological literacy. In G. J. Rich, A. Padilla-Lopez, L. K. de Souza, L. Zinkiewicz, J. Taylor, & J. L. S. B. Jaafar (Eds.),

Teaching psychology around the world: Volume 4 (pp. 306-328). Newcastle on Tyne, UK: Cambridge Scholars Press. ISBN 978-1-5275-1411-9

Cranney, J., Morris, S., Martin, F., Provost, S., Zinkiewicz, L., Reece, J., Milne-Home, J., Burton, L., White, F., Homewood, J., Earl, J., & McCarthy, S. (2011). Psychological literacy and applied psychology in undergraduate education. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 146-164). New York: Oxford University Press. DOI: 10.1093/acprof:oso/9780199794942.003.0041 [The authors argue that education for psychological literacy enables students/graduates to problem solve in everyday life, with social benefits beyond economic prosperity.]

de Souza, L. K. (2025). *Ethics and values dilemmas for psychology students*. Open Science Foundation. [ICUP Model Educational Resource https://osf.io/6y38x/] https://doi.org/10.17605/OSF.IO/C9V3D [This paper offers a teaching resource for either specific courses/units on ethics or for any psychology course that could add a relevant values and ethics discussion involving psychology. The Values & Ethics Competence Category is well covered with this activity, as well as Personal & Professional Development, thus rendering an exciting simultaneously individual and collective experience to students and educators].

Hamilton, K., Charlton, S., & Elmes, R. (2008). Developing a four-year baccalaureate degree in applied psychology. *Planning for Higher Education, 36*, 23-32. [The authors surveyed local, governmental and private sector employers from British Colombia in Canada, who identified desired graduate attributes and skill sets as "strong critical thinking and analytic skills, knowledge of interpersonal dynamics and the ability to work effectively in teams, skills in data acquisition and evaluation, cultural awareness, an awareness and understanding of human-technology issues" (p.25)]

Hamilton, K., Morrissey, S. A., Farrell, L. J., Ellu, M. C., O'Donovan, A., Weinbrecht, T., & O'Connor, E. L. (2018). Increasing psychological literacy and work readiness of Australian psychology undergraduates through a capstone and work-integrated learning experience: Current issues and what needs to be done. *Australian Psychologist, 53*(2), 151–160. https://doi.org/10.1111/ap.12309 [This is an excellent review and discussion of the role of work-integrated learning in preparing undergraduate psychology graduates to be work-ready, by providing experiences of integrating and applying basic psychological capabilities to/in work-based situations. It is relevant beyond the Australian context.]

Kanar, A. M. (2023). Effectiveness of informational interviewing for facilitating networking self-efficacy in university students. *The Career Development Quarterly, 71*(2), 147–159. https://doi.org/10.1002/cdq.12318 [Describes two studies that explain how to teach students informational interviewing techniques and that demonstrate that informational interviewing increases students' self-efficacy for networking.]

Karantzas, G. C., Avery, M. R., Macfarlane, S., Mussap, A., Tooley, G., Hazelwood, Z., & Fitness, J. (2013). Enhancing critical analysis and problem-solving skills in undergraduate psychology: An evaluation of a collaborative learning and problem-based learning approach. *Australian Journal of Psychology*, *65*(1), 38–45. https://psycnet.apa.org/doi/10.1111/ajpy.12009 [This article describes how utilising problem-based and collaborative learning pedagogies supports the development of students' critical analysis and problem-solving skills.]

Lantz, C. (2014, July 16). *Psychology student employability guide.* https://www.advance-he.ac.uk/knowledge-hub/psychology-student-employability-guide. [Self study guide for students supporting them in identifying a suitable career and seeking relevant employment.]

Machin, T., Machin, T., Jeffries, C. & Hoare, N. (Eds.) (2022). *The Australian handbook for careers in psychological science*. University of Southern Queensland. https://usq.pressbooks.pub/psychologycareers/ [This open access resource represents the diverse careers that psychology graduates may follow. It dispels the "clinical-or-bust" myth by showcasing the way that psychological science can be applied in health, education, community, defence, not-for-profits, and government settings using Australian case studies. Employability is framed as a combination of a thorough understanding of the discipline base and a thoughtful and appropriate application of that understanding (essentially the heart of psychological literacy). The value of a psychology degree is affirmed, beyond the professional pathways to registration.]

Mason, C. M., Burns, S. M., & Bester, E. A. (2022). Supporting students' employability through structured, event-based engagement with employers. *Education & Training, 64*(5), 598–618. https://doi.org/10.1108/ET-04-2021-0145 [Describes a structured careers event with students and employers, and reports students' perceptions of improved career self-efficacy.]

Naufel, K. Z., Spencer, S. M., Appleby, D. C., Richmond, A. S., Rudmann, J., Kirk, J. V., Young, J., Carducci, B. J., & Hettich, P. (2019, March). *The skillful psychology student: How to empower students with workforce-ready skills by teaching psychology.* American Psychological Association. https://www.apa.org/ed/precollege/ptn/2019/03/workforce-ready-skills [This APA working group matched attributes of a psychology major with skills desired by employers to identify what workforce-ready skills an undergraduate-level psychology curriculum could provide, organizing them in five skill domains with a total of seventeen skills. Useful suggestions are also provided on how psychology instructors can facilitate the acquisition, implementation, and connection of such skills to the workforce by students.]

Neall, A. M., Cooney, O., & Oppert, M. L. (2022). Enhancing employment outcomes for psychology graduates: Developing a taxonomy of work-integrated learning. *International Journal of Work-Integrated Learning*, *23*(4), 509-525. [Reports a study on the benefits and current barriers of work-integrated learning in psychology degrees. Several key stakeholder groups, i.e. graduates of the undergraduate programs, work-integrated learning expert staff, industry leaders, and program accreditation staff were interviewed. The study provides interesting hints on how to implement and improve procedures for work-integrated learning and discusses implications for practice.]

O'Hare, L., & McGuinness, C. (2005). Skills and attributes developed by psychology undergraduates: Ratings by undergraduates, postgraduates, academic psychologists and professional practitioners. *Psychology Learning & Teaching*, *4*(1), 35-42. https://doi.org/10.2304/plat.2004.4.1.35

Papageorgi, I., Falzon, N., Sokolovaá, L., Stuchlikova, I., Salvatore, S., Williamson, M., Foster, J., Pavlin-Bernardic, N., Beara, M., Bakker, H., & Dutke, S. (2024). Skills and competencies gained from a psychology Bachelor's degree: European graduates' perspectives. *Psychology Learning & Teaching, 23*(1), 43-64. https://doi.org/10.1177/14757257231187532 [Reports the acquisition of psychology-specific and generic competencies of graduates who studied in Europe, noting that psychology education programs have general career value, but there needs to be increased emphasis on computer literacy, communication, and team-working skills.]

Pownall, M., Havelka, J., & Harris, R. (2023). Scientific blogs as a psychological literacy assessment tool. *Teaching of Psychology, 50*(1), 69–76. https://doi.org/10.1177/00986283211027278 [Reports the experience of embedding a blog writing assignment as an assessment tool in two courses of an undergraduate psychology program. Such a pedagogical tool shows to be a productive authentic assessment, able to embed psychological literacy into the curriculum but also to helping students to develop the skill of communicating science to a wider audience.]

Reddy, P., Lantz, C. & Hulme, J.A. (2013). *Employability in psychology: A guide for departments.* Higher Education Academy. https://www.advance-he.ac.uk/knowledge-hub/employability-psychology-guide-departments

Rosenkranz, P., Cotterell, A., Fielden, A., Hope, C., James, T., & Moffat-Knox, B. (2024). Not exactly Dragon's Den: Enterprise challenges can enhance psychological literacy. *Psychology Learning & Teaching*, *23*(2), 281-297. https://doi.org/10.1177/14757257241236862 [Presents an approach to developing team-based enterprise challenges for students, with information on design and evaluation data showing that students' self-perceptions of psychological literacy and entrepreneurial ability improved through participation.]

Spencer, S. (2021). A comprehensive, iterative, and integrated model for developing psychological workforce literacy. *Canadian Psychology, 62*(4), 409-419. https://doi.org/10.1037/cap0000309 [This analysis of the importance of psychological workforce literacy (PWL) clearly shows the systematic steps and processes for the development of PWL in the undergraduate domain. It includes both the curricular and co-curricular in a flexible, program-level approach to career development learning. The story that students learn about their knowledge and skills is a critical part of their professional identity and it leads to a better understanding of future career options.]

Sutherland, E., & Hugh-Jones, S. (2007). *Employability: How to maximise the employability of psychology graduates*. Higher Education Academy Publisher. https://www.advance-he.ac.uk/knowledge-hub/employability-how-maximise-employability-psychology-graduates

Taylor, J., & Whitty, M. (2024). An exploration of the awareness and attitudes of psychology students regarding their psychological literacy for working in the cybersecurity industry. *Psychology Learning & Teaching*, 23(2) 298–314. DOI: 10.1177/14757257231214612

Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., Hayek S, Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart T. (2006). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st Century Skills for the future of work and education. *Journal of Intelligence,11*(3):54. https://doi: 10.3390/jintelligence11030054. PMID: 36976147; PMCID: PMC10054

Yorke, M. (2006). *Employability in higher education: What it is, and what it is not.* Higher Education Academy. https://www.advance-he.ac.uk/knowledge-hub/employability-higher-education-what-it-what-it-no [A useful exploration of what we mean by 'employability' for graduates, which is not limited solely to economic issues. This resource is not psychology specific.]

Community Domain

Many of the references under the Personal or Work Domain are also relevant to the Community Domain, such as Davidson & Morrissey (2011), Hulme & Cranney (2021), Kalibatseva & Yang, 2024, and Rosenkranz et al.(2024).

Akhurst, J., Solomon, V., Mitchell, C., & van der Riet, M. (2016). Embedding community-based service learning into psychology degrees at UKZN, South Africa. Educational Research for Social Change, 5(2), 136-150. https://doi.org/10.17159/2221-4070/2016/v5i2a9

Brayley, N., & O'Connor, E. (2021, September 17–19). *Designing for reciprocal benefit: Developing the professional identity of undergraduates through authentic community work* [Conference Presentation Video]. AusPLAT 2021, Online. https://youtu.be/1OCSZ-_QORY [Capstone unit students developed a grant prospectus for a charitable organisation and potential employer by drawing on their psychological knowledge and applying their skills in literature searches and critical thinking. From the employer's perspective, this unit helps to bridge the gap between the classroom and the employment context.]

Bringle, R. G., Reeb, R., Naude, L., Ruiz, A., & Ong, F. (2022). Service learning: An innovative pedagogy for the psychology curriculum. In J. Zumbach, D. Bernstein, S. Narciss, & P. Marsico (Eds.), *International handbook of psychology learning and teaching* (pp. 1305-1330). Springer. https://doi.org/10.1007/978-3-030-28745-0_61

Bringle, R. G., Ruiz, A., Brown, M. A., & Reeb, R. (2016). Enhancing the psychology curriculum through service learning. *Psychology Learning and Teaching*, *15*(3), 294–309. https://doi.org/10.1177/1475725716659966

Dudgeon, P., Darlaston-Jones, D., & Clark, Y. (2011). Changing the lens: Indigenous perspectives on psychological education. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp.72-90). New York: Oxford University Press. DOI:10.1093/acprof:oso/9780199794942.003.0029

Fernandes-Jesus, M., Hamilton, L., Heinemeyer, C., & Parks, J. (2024). Qualitative research methods in the Living Lab: Reflecting upon a learning and teaching approach for promoting psychological literacy. *Psychology Learning & Teaching*, *23*(2) 235–247. https://doi.org/10.1177/14757257231221005 https://doi.org/10.1177/14757257231221005 [The authors report an interdisciplinary project that exemplifies educational initiatives relevant to the competence category of Psychological Research Methodologies & Methods. Guided by the principle of ecological justice, students and educators use qualitative research methods to facilitate psychological literacy on food-related experiences on their own university campus, i.e., relevant to their lives and to UN SDGs.]

Harré, N., Milfont, T. L., Helton, W., & Mead, A. (2011). Sustainability and the psychologically literate citizen. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp.220-233). New York: Oxford University Press. DOI:10.1093/acprof:oso/9780199794942.003.0057

Kranzler, A., Parks, A. C., & Gillham, J. (2011). Illustrating positive psychology concepts through service learning: Penn teaches resilience. *The Journal of Positive Psychology*, *6*(6), 482–486. https://doi.org/10.1080/17439760.2011.634829

Luong, R., & Butler, K. (2023). Informal psychology education and the fundamental attribution error: Testing the effectiveness of accessible online passages. *Current Psychology*, *42*(1), 14012-14024. https:/doi.org/10.1007/s12144-021-02432-w [Article presents evidence that even brief exposure to psychological education can help to reduce cognitive bias and improve judgement of others' behavior]

Nolan, S. A., Cranney, J., Narciss, S., Goedeke, S., de Souza, L. K., Jia, F., Kumar, A., Iliescu, D., Foster, L., Tchombe, T. M. S., Morris, S., & Takang, K. T. (2025). International competences for undergraduate psychology: Relevance to the UN Sustainable Development Goals. *Canadian Psychology/Psychologie Canadienne*. Advance online publication. https://doi.org/10.1037/cap0000428 [Includes six case studies from 6 different countries.]

Pownall, M., Birtill, P., & Harris, R. (2024). Student perceptions of global citizenship education in the university curriculum. *Perspectives: Policy and Practice in Higher Education*, 1-10. https://doi.org/10.1080/13603108.2024.2422501

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Supplemental Material Section 3: Additional Considerations

3a. Textbooks

This is a comment on textbooks in response to one of the reviewer comments. Interestingly, in institutions where textbooks are used, textbooks can influence the content of undergraduate units/programs. In particular, introductory textbooks often introduce psychology as a set of siloed topics (e.g., biological, cognitive, social) and present career destinations primarily in terms of professional psychology specialisations (e.g., clinical, educational, organisational). It could be argued that stakeholders would be better served by textbooks which emphasise integrative approaches (Nolting & Geiss, 2022) and the application of psychology in personal, (general) work and community domains (e.g., Hulme, 2025). Relatedly, Global South educators often expressed the view that they and their students wanted more local textbooks and content (e.g. Conselho Regional de Psicologia da 6ª Região, 2010; Guimarães, 2022; Leite & Rocha, 2023).

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Leite, A.K.M., & Rocha, N.M.F.D. (2023). Psicologia, povos indígenas e grade curricular [Psychology, indigenous people and curriculum]. *Psicologia da Educação, 56*, 39-47. https://doi.org/10.23925/2175-3520.2023i56p39-47

Nolting, H.-P., & Geiss, P. G. (2022). System first: An integrative approach to introductory psychology. *Teaching of Psychology*, *51*(1), 118-123. https://doi.org/10.1177/00986283211058659

3b. Handbooks on Psychology Learning and Teaching

Kumar, A., & Chakraborty, R. (Eds.). *(in press*). *Psychology teaching and learning: Innovations, trends and best practices.* Wiley.

Zumbach, J., Bernstein, D., Narciss, S. & Marsico, G. (Eds.) (2022). *International handbook of psychology learning and teaching*. Springer. https://link.springer.com/referencework/10.1007/978-3-030-26248-8#toc [The 58 chapters provide inspiring material and links to further resources for teaching and learning psychology]