

Introduction

Traditional psychology education over-relies on classroom theory, producing graduates:

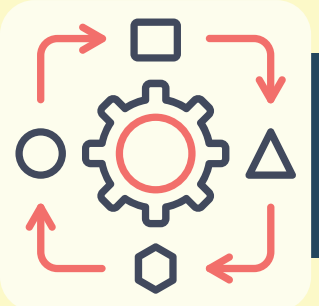
1. Underprepared for emotional & practical demands of working with people
2. Passive recipients of knowledge, with limited critical & creative thinking
3. Trained to pass exams; not to truly understand people or themselves

This study examines how a deliberately structured, co-constructed supervisory environment - guided by the Co-Constructed Developmental Teaching Theory (CDTT)-transforms interns from passive learners into self-aware, people-ready psychology graduates.



Objectives

1. To explore what interns valued most in their learning, through their reflective journals.
2. To outline the supervisor's structured framework using CDTT.
3. To show how intentional supervision builds self-awareness and prepares graduates to work with people.



Methodology

Interpretive, constructivist qualitative approach was adopted using an exploratory single-case study design.

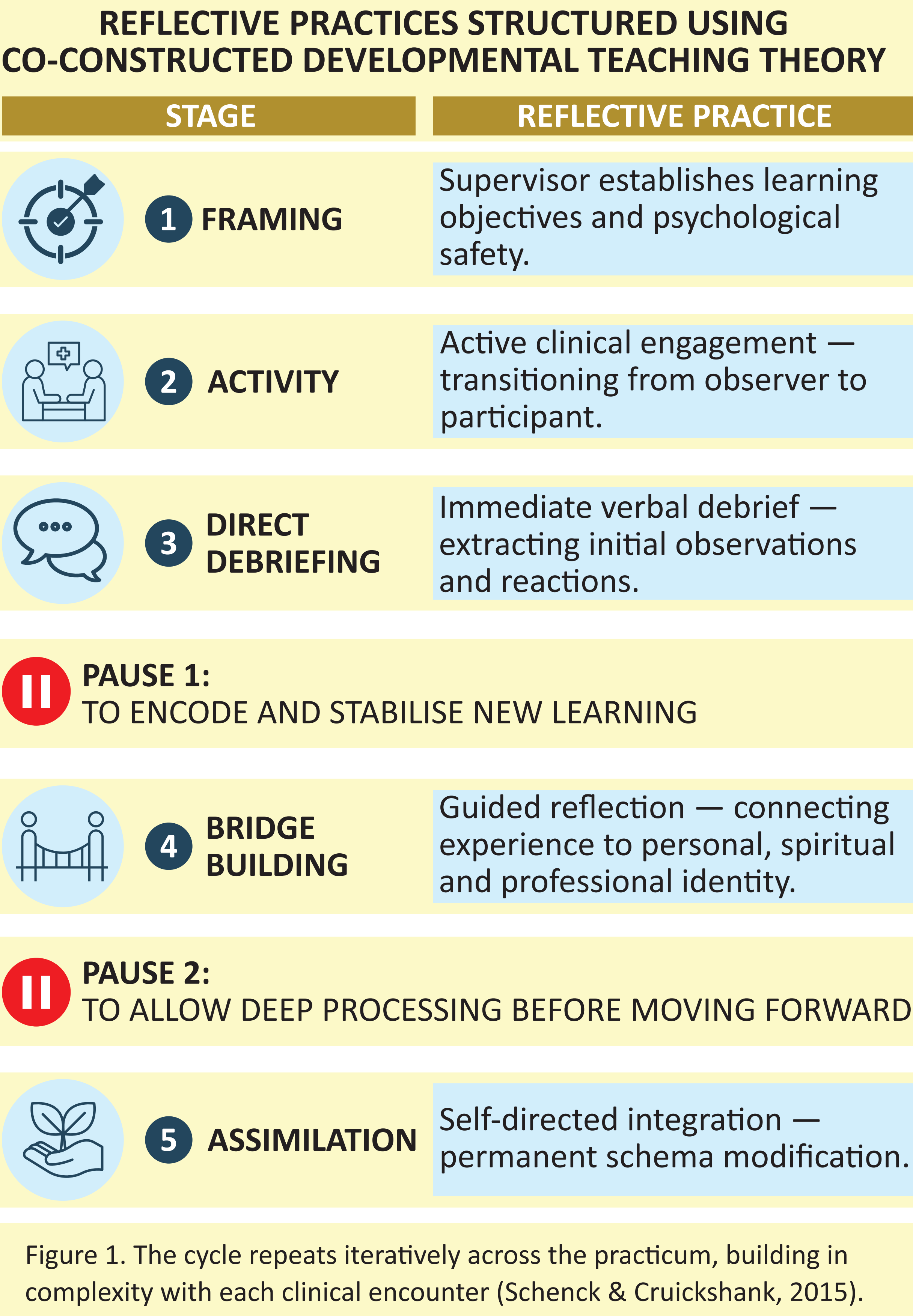
Ethical approval: IIUM Research Ethics Committee.

10 psychology interns — 7 undergraduate interns, 3 Master Clinical Psychology trainees 3–4 month practicum at a psychiatry and mental health clinic.

Primary data source: End-of-practicum reflective journals; analysed using thematic analysis.

Trustworthiness: Collaborative theme review & reflexive interpretation.

Structured Training Environment



Themes

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1: Nurturing Workplace Environment
"I have always been grateful for the kind nurses and PPK (healthcare assistant) who welcome us openly... It is to my surprise that all of them were kind to us..."(P03)
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2: Empowerment Through Experiential Learning
"Having the task to interview stakeholders also challenge me a lot...As a whole, the project makes me learn that things weren't always perfect, I become more open to accept all flaws, ready to correct them, accept things that aren't under our controls, and move on"(P05)
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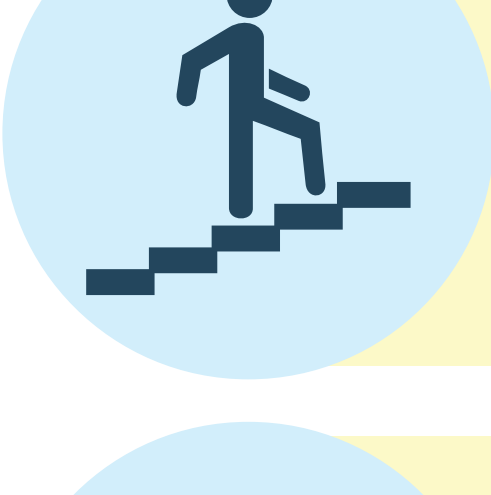
3: Personal Growth via Direct Client Engagement
"...I was too cautious and keep thinking that patient would not cooperate with me, since I am only an undergraduate intern. However, by seeing more patients, I realized that it is the matter of the patient that I should focus on to, and not about me. I try improve myself by shifting my attention, that I have this one responsibility to help these patients..." (P05)



Key Take-Aways

- The three themes illustrated how a deliberately structured supervisory environment shapes intern development at each stage of the CDTT cycle.
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1) Theme 1 reflects the conditions created during Framing. Psychological safety was established as the foundation for learning.
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2) Theme 2 emerged from the Activity and Direct Debriefing stages. Active clinical participation was immediately followed by guided reflection, transforming experience into insight.
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3) Theme 3 captures the deeper work of Bridge Building and Assimilation. Interns moved from self-conscious anxiety toward a stable, patient-centred professional identity.
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4) By co-constructing a safe, experiential, and reflective learning environment, supervisors can support interns' personal and professional growth; laying the groundwork for competent and self-aware future psychologists.



References

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