



## THE FUTURE OF CHILEAN PSYCHOLOGY: RECOMMENDATIONS FOR STRENGTHENING THE DISCIPLINE

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### **Abstract**

This paper presents a review of the development and current state of Chilean psychology. In 1946 he formally established the formation of psychologists in Chile; In 1959, it became official the Association of Psychologists of Chile and in 1968 the College of Psychologists of Chile was founded. This puts Chile in the first countries in the region in the formal development of the discipline. Currently, there are 139 training programs in psychology, taught at 49 universities. Added to that, a growing supply of master's and doctoral programs in psychology. With regard to the scientific development of the discipline shown a sustained increase in the number of published articles, noting that since 2011 it has exceeded 100 items per year, although this production is linked to a few institutions and authors with high prominence. Additionally, a low collaboration between Chilean and Latin American researchers in studies and scientific productivity, despite sharing similar issues and problems observed. Regarding future challenges, it is necessary to increase systems quality assurance in pre and postgraduate courses, as well as the most influential psychologists of society.

**Keywords:** Psychology; Development of Psychology; History of Psychology

### **Historical Background**

*Prolegomena to scientific psychology*



Psychology in Chile has existed since the times of the Conquest and the Colony, since the Jesuits, Franciscans and Dominicans developed it frequently in the Hispanic period (Hanisch, 1963); However, its relationship with philosophy goes back to the origins of the University of Chile, specifically at the end of the 19th century, given the scientific emphasis that psychological science had in the country and in the world.

Since 1843, when the University of Chile was founded, Andrés Bello demonstrated great concern for the advancement of psychological discussions that were reflected in the associationism forged in London by James Mill (Instituto de Chile, 1982; Jaksic, 2001) and the Scottish school. by Thomas Reid (Alarcón, 2002). For its part, the teaching of psychology would have begun in 1852 in the Philosophy chairs of the University of Chile, where the teaching of psychology was included in the training of medical students, due to the link that existed between psychology and physiology (Pizarro, 1999). At the end of the 19th century, the works of professors Schneider and Villalobos on the origin of sensations and applied psychology, published in 1890 and 1893, respectively (Calderón, 2000), are important.

One of the nineteenth-century ideals that made its way was French positivism initiated by Auguste Comte, which had a relevant impact in Latin America and specifically in nations such as Brazil, Argentina, Mexico and also Chile (Alarcón, 1997). This position was mainly considered by José Victorino Lastarria, Juan Serapio Lois and Valentín Letelier, among others. Letelier's work, directly related to psychology, was mainly described in his work *Philosophy of Education*, where he referred to the relevance of pedagogical psychology and, citing Van Biervliet, professor of experimental psychology at the University of Ghent, analyzed issues related to the individual adaptability of



teaching, the discipline of attention, the possibility of avoiding distractions, the laziness and the conditions of mnemonic study (Letelier, 1927).

The minerals of the north, especially Chañarcillo, with the enormous economic boost they gave to the Republic just thirty years after its founding, determined German immigration (Venturino, 1929), and psychology was no exception, since several of these Immigrants made important contributions to it. First, Elisabeth Isabel Bongard at the Escuela Normal de La Serena (Alfonso & Pacheco, 2011) and, later, Georg Heinrich Schneider and Wilhelm Mann with the creation of the Pedagogical Institute of the University of Chile in 1889 (Salas & Lizama, 2013 ). This is how a logic of psychology applied to the educational field is observed at that time, where psychological knowledge was relevant to generate help for education (Parra, 2015; Salas & Inzunza, 2013),

In 1905, the first experimental psychology laboratory in Chile was created at the Copiapó Normal School (Miguez, Betancourt, & Vera-Villaruel, 2010), through the hard work of Rómulo Peña Maturana who tried to measure intelligence, intellectual vigor and physical resistance (Poblete, 1980, 1995; Salas, 2012). In this naturalistic laboratory, a "discipline of the spirit" was established that mainly followed Wundt's guidelines. In 1908 Wilhelm Mann created the Psychology Laboratory of the University of Chile (Salas & Lizama, 2013), which was transformed in 1923 into a cabinet mainly concerned with measuring intelligence, by adapting the Binet-Simon Scale to reality. Chilean (Tirapegui, 1928).

Applied research began to develop scientifically with the appearance of the Institute of Psychology of the University of Chile, in 1941, created by Abelardo Iturriaga, who was trained in France by Henry Wallon (Munizaga & Cizaletti, 1967). The purpose of this entity was to investigate in the fields of experimental



and differential psychology, psychology applied to law, education, professional work and mental hygiene (Iturriaga, 1944).

Only a few years before, in 1938, Juan Marín visualized psychoanalysis connected with mental hygiene, which allowed us to imagine a humanity without madmen or neurotics (Ruperthuz, 2012). In this same line, there appear works on mental hygiene, its relationship with psychiatry (Cubillos & Agüero, 1941) and the need for legislation on care for mentally ill patients that would improve both the treatment of patients and the context of practices (Horvitz , 1946).

### ***Psychology and the training of psychologists***

Decree 1023 of August 20, 1946 establishes the training of psychologists in Chile (Descouvieres, 1999). Along with Colombia, it is the first country in the Southern Cone of America to teach a psychology degree, which began in 1947 with a Special Psychology Course, as reported in the Nassar Report (Salas, 2014a). In this report, you can see the prolegomena of four classic specialties of psychology (educational, clinical, work and social-community), and the early inclusion of a professional practice and a thesis, as requirements for the degree. The initial curriculum was modified for the first time in 1949 (Nassar, 1955). Already in 1952, the first generation of psychologists graduated, which included Eugenio Aragón, Teresa Cumsille, Víctor Donaire, Herminio García, Liana Ortiz and Jorge Valenzuela (Ligueño, Parra,

In the 1950s, Américo Foradori wrote a complete report on psychology in America and in the section on Chile, relevant data appears on what happened in the city of Concepción with psychology, which was taught in the School of Education as a mandatory subject for students of the primary and secondary instruction teaching career. The teaching was broadly adapted to the plans



proposed by the Pedagogical Institute and included courses in pedagogical psychology, adolescent psychology and mental measurements, which were mandatory for secondary school teachers. Primary school teachers, for their part, had to pass courses in general psychology, child psychology and differential psychology (Foradori, 1954).

At the Catholic University, the Department of Psychology was created in 1954 through the leadership of the Hungarian psychologist Bela Szekely, who had a brief stay in Chile (Bravo, 2004). The following year, Eduardo Rosales took over as director, and he immediately traveled to Europe to study the organization of the main psychological centers in Italy, Belgium, France and Spain, and also requested reports from North American universities and some South American countries (Rosales, March 27, 1955). In the beginning, these courses had a scientific and experimental perspective, which gradually mutated towards psychodynamic and phenomenological approaches (Luco, 2010). The University of Chile and the Catholic University were, at that time, competitive, rival and opposite models of higher education institutions (Villegas, 2012).

It took many years for psychology to develop in other universities. In the field of State universities, the University of La Frontera opened the program in Temuco in 1982 and the University of Concepción, a private university, which has a clear public vocation, did so in 1985. Furthermore, since the year In 1981, when the General Law of Universities was enacted, a broad explosion of psychology programs in private universities was generated (Salas, 2014b; Urzúa, 2008).

Regarding associations, in 1968 the College of Psychologists was created, a reference institution that had the unifying and national character of Chilean psychologists until its elimination in 1973, although years later it reopened its



operation as a trade association until the present day ( Urra, 2008). The College had its origin in the Association of Psychologists of Chile, created in 1952, and was made official in 1959 (Descouvieres, 1985; Kalawski, Sepulveda, & Célis, 1996). These associations were the first related to psychology, since only the Psychoanalytic Association of Chile, created in 1949 (Salas, 2014b) or the Chilean Society of Anthropological Sexology in 1965, which brought together psychologists, doctors and representatives of related disciplines, have a dates older (Barrientos, Palma, & Gómez, 2014). Subsequently,

At the same time of creation of the College, the rise of the behavioral model in Chile is observed, since the return of Sergio Yulis to the country at the height of the university reform of 1968, allowed the incorporation of behavioral therapy in psychotherapy courses ( Quezada, Vergés, & Laborda, 2014). Yulis arrived in an environment convulsed by changes, in which psychology students began to build a discourse of participation that was reflected in important transformations (Salas & Lizama, 2013). Only a few years later, with the establishment of the military dictatorship, the development achieved by psychology was inevitably diminished, which could be seen, just as an example, in the closure of the newly created Departments of Social Psychology and the exile of numerous teachers. The leak of knowledge,

In any case, the first meeting of psychologists was held in 1977 (Morales, Díaz, Scharager & Szkilai, 1988) and the first National Congress of psychologists was held in 1985 (College of Psychologists, 1985). To date, only seven of these meetings have been held in the years 1985, 1987, 1989, 1991, 1997, 1999 and 2007, however, these spaces began to allow the opening of research in psychology, since in 1978 , the now defunct Revista Chilena de Psicología was created and in 1982 *Terapia Psicológica* (journal of the Chilean Society of





Clinical Psychology), the first and only national journal indexed to the Web of Science until today. Regarding the conferences, it should also be noted that a good number of them are held in the various specialties of the discipline, Finally, it is worth noting that since the inclusion of the psychologist in public health, through the Health Code of 1993 (Loubat, 2013), the development of the psychologist's role in different programs linked to the Ministry of Health has been made possible; and something similar happens in education with the creation of Decree 170 (Ministry of Education, 2009) which, although there are legitimate and obvious criticisms of its operation, allows the massive hiring of educational psychologists in the field of special needs. In the labor and community social sphere, there is still much to be developed in government policies.

Regarding scientific research in psychology in Chile, it is suggested to review the two volumes written by Villegas and Rodríguez, where prominent researchers from the fields of basic and social psychology (Villegas & Rodríguez, 2005) and from the clinical areas are interviewed. educational and organizational (Rodríguez & Villegas, 2007), who refer to the respective advances. Also relevant are studies on current clinical psychology research in Chile (Vera-Villarroel & Lillo, 2006) and another that compares national clinical psychology research with Argentine production (Vera-Villarroel & Mustaca, 2006) and Ibero-American (Lillo & Martini, 2013).

## **Present**

### ***Undergraduate training***

According to what was reported by the National Council of Education (CNE), dependent on the Chilean Ministry of Education (CNE, 2015), there are currently 139 training programs in psychology, taught in 49 universities. As of



2008, 87 programs were reported (Urzúa, 2008), which implies the creation of 52 programs in the last seven years, that is, an annual average of seven new programs. The above is worrying not only because the employability of potential graduates is not ensured, but also because not all training programs have the minimum quality assurance measures, such as undergoing the accreditation process, which Currently it is mandatory only for medical and pedagogical careers.

According to the National Accreditation Commission of the Government of Chile (CNA, 2015), as of June 2015, only 32 undergraduate training centers have submitted for accreditation with accreditations ranging from 0 (that is, they are not accredited) to 7 years (maximum permitted by law), that is, only 65% of the institutions. In [Table 1](#) , you can see the number of programs per university teaching psychology in Chile, where the presence of three universities with a high number of programs at different locations is notable (13, 17 and 19 programs each).



Tabla 1

*Universidades que imparten psicología en Chile, años de acreditación y número de programas de formación que imparte cada una de ellas*

		Años	Progr.	Tipo de Universidad
1	Pontificia Universidad Católica de Chile	7	1	Privada, Consejo de Rectores*
2	Universidad de Talca	7	1	Estatal, Consejo de Rectores
3	Pontificia Universidad Católica de Valparaíso	6	1	Privada, Consejo de Rectores
4	Universidad Católica del Norte	6	1	Privada, Consejo de Rectores
5	Universidad de Chile	6	1	Estatal, Consejo de Rectores
6	Universidad de Concepción	6	1	Privada, Consejo de Rectores
7	Universidad de la Frontera	6	1	Estatal, Consejo de Rectores
8	Universidad de la Serena	6	1	Estatal, Consejo de Rectores
9	Universidad de Santiago de Chile	6	1	Estatal, Consejo de Rectores
10	Universidad Diego Portales	6	1	Privada
11	Universidad Adolfo Ibáñez	5	2	Privada
12	Universidad Alberto Hurtado	5	1	Privada
13	Universidad Austral de Chile	5	2	Privada, Consejo de Rectores
14	Universidad de las Américas	5	13	Privada
15	Universidad de los Andes	5	2	Privada
16	Universidad de Valparaíso	5	1	Estatal, Consejo de Rectores
17	Universidad del BíoBío	5	1	Estatal, Consejo de Rectores
18	Universidad Mayor	5	2	Privada
19	Universidad del Desarrollo	5	2	Privada
20	Universidad Andrés Bello	4	3	Privada
21	Universidad Autónoma de Chile	4	5	Privada
22	Universidad Católica del Maule	4	1	Privada, Consejo de Rectores
23	Universidad Central de Chile	4	4	Privada
24	Universidad de Tarapacá	4	2	Estatal, Consejo de Rectores
25	Universidad de Viña del Mar	4	2	Privada
26	Universidad San Sebastián	4	5	Privada
27	Universidad Católica Silva Henríquez	3	1	Privada
28	Universidad del Pacífico	3	1	Privada
29	Universidad Santo Tomás	3	19	Privada
30	Universidad Arturo Prat	2	2	Estatal, Consejo de Rectores
31	Universidad Bernardo O'Higgins	2	2	Privada
32	Universidad Academia de Humanismo Cristiano	NA	2	Privada
33	Universidad Pedro de Valdivia	SA	9	Privada
34	Universidad la República	SA	2	Privada
35	Universidad de Artes, Ciencias y Comunicación	SA	2	Privada
36	Universidad de Antofagasta	SA	1	Estatal, Consejo de Rectores
37	Universidad de Atacama	SA	1	Estatal, Consejo de Rectores
38	Universidad Adventista de Chile	SA	1	Privada
39	Universidad de Magallanes	SA	1	Estatal, Consejo de Rectores
40	Universidad ARCIS	SA	2	Privada
41	Universidad de los Lagos	SA	2	Estatal, Consejo de Rectores
42	Universidad de Aconcagua	SA	17	Privada
43	Universidad Bolivariana	SA	6	Privada
44	Universidad los Leones	SA	2	Privada
45	Universidad Miguel de Cervantes	SA	2	Privada
46	Universidad SEK	SA	2	Privada
47	Universidad UCINF	SA	2	Privada
48	Universidad Gabriela Mistral	SA	1	Privada
49	Universidad Católica de Temuco	SA	1	Privada, Consejo de Rectores

NA: NO acredita; SA: No se han presentado a acreditación.

\*El Consejo de Rectores de las Universidades Chilenas es una persona jurídica de derecho público, de administración autó-

There is no certainty about the exact number of qualified psychologists in Chile, however, it is known that the number of students enrolled in psychology programs has increased by 48% in the last 10 years, according to data provided by the National Council of Education (CNED, 2015). In [Graph 1](#) , you can see the enrollment by year.

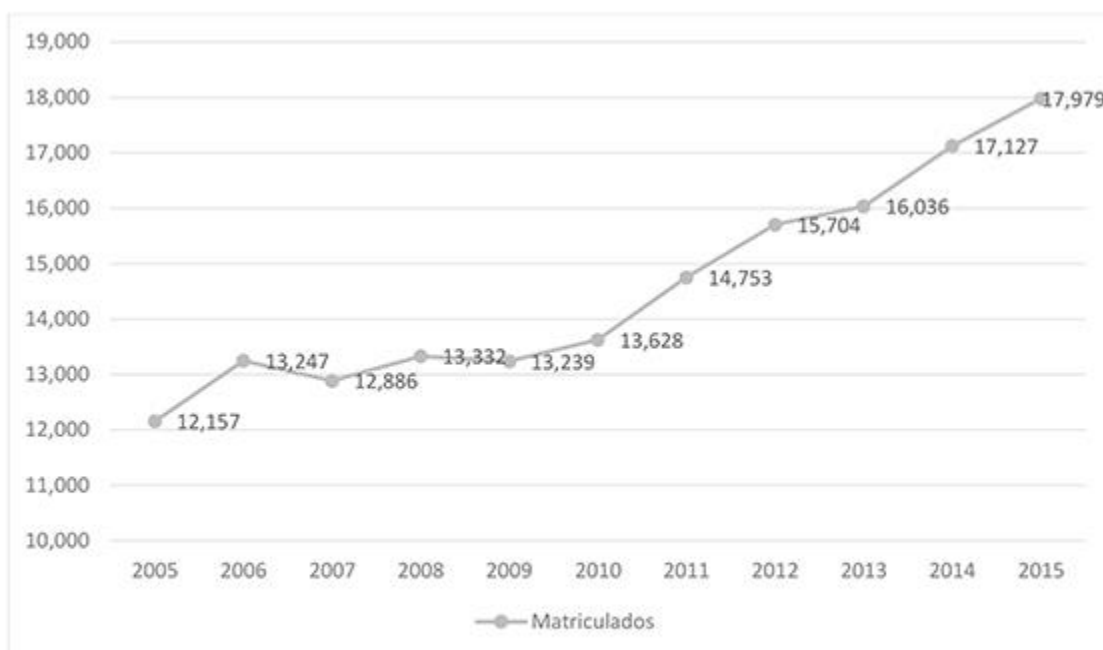


Gráfico 1. Número de estudiantes matriculados en programas de psicología 2005-2015.

Fuente: elaboración propia

### ***doctoral training***

Doctoral training in Chile is recent. In 1998, the University of Chile (UCH) created the first Doctorate program in Psychology, followed in 2000 by the Doctorate program in Psychology of the Pontificia Universidad Católica (PUC) and in 2007 the International Doctorate in Psychotherapy, taught in joint between the UCH and the PUC with the University of Heidelberg, Germany (Urzúa, 2008). Currently, there are nine doctoral training programs offered in the country. The current programs, as well as the lines of research that inform

each of them and the accreditation status, can be seen in Table 2 , and the historical development of doctoral training in Chile can be reviewed in Vera-Villaruel (2010) .

**TABLA 2**

*Programas de doctorado vigentes en Chile y líneas de investigación respectivas a julio de 2015*

Universidad	Programa Doctorado	Líneas de Investigación	Estado acreditación
Pontificia Universidad Católica de Chile	Psicología	Procesos psicológicos en la enseñanza-aprendizaje Psicología social y política Psicología del desarrollo, relaciones interpersonales y vínculos tempranos Psicología de la salud Salud mental y psicología clínica Neurociencias y procesos psicológicos básicos	7 años 21/01/2009 al 21/01/2016
Universidad de la Frontera	Psicología	Rol de la cultura en los procesos y disposiciones psicológicas y el comportamiento	3 años 15/05/2013 al 15/105/2016
Universidad de Concepción	Psicología	Psicología de los procesos de enseñanza y aprendizaje Bienestar y salud	3 años 16/04/2014 al 16/04/2017
Universidad de Chile	Psicología	Psicología experimental y neurociencia Psicoanálisis y cultura Psicología, educación y sociedad Acción política e identidades sociales Psicología clínica infanto-juvenil y sexualidad Instituciones, organizaciones y vida cotidiana Vulnerabilidades y desastres siconaturales	2 años 27/11/2013 al 27/11/2015
Universidad de Santiago de Chile	Psicología	Ética e interculturalidad Bienestar psicosocial y salud Subjetividades y género Psicología cultural y política Psicología evolucionaria: afectividad y relaciones interpersonales.	No acreditado
Pontificia Universidad Católica de Valparaíso	Psicología	Análisis de los procesos psicológicos implicados en las transformaciones sociales de carácter institucional en: Educación Trabajo y organizaciones Salud y desarrollo comunitario	No acreditado
Universidad Diego Portales	Psicología	Procesos psicosociales: sujetos, discursos y prácticas sociales Psicoanálisis: clínica, sociedad y cultura Neurociencia, cognición social y procesos decisionales	Programa nuevo sin acreditar
Universidad Católica del Norte	Psicología	Género y Sexualidad Salud Mental y contextos relacionales Salud, bienestar y calidad de vida	Programa nuevo sin acreditar
Pontificia Universidad Católica de Chile	Psicoterapia	Psicoterapia y etiología clínica intercultural	5 años 11/07/2012 al 11/07/2017

Fuente: elaboración propia

A notable fact is that part of the doctoral training in the country is financed directly by the National Commission for Scientific and Technological Research (CONICYT) of the Government of Chile, an organization created in 1967 and whose strategic pillars are, on the one hand, strengthening the advanced human capital through the provision of scholarships to pursue postgraduate studies, and on the other hand, the development and strengthening of the scientific and technological base (CONICYT, 2015). In the last five years, 120 students have been funded by CONICYT to pursue doctoral studies in Chilean programs in psychology ( [Table 3](#) ). It is worth mentioning that a requirement to qualify for these scholarships is that the doctoral program to which you are applying is accredited.

**TABLA 3**

*Estudiantes de doctorado en Chile financiados por el Gobierno de Chile, periodo 2011-2015, por programa de doctorado*

Programa Doctoral	2011	2012	2013	2014	2015	TOTAL
Psicología U. de Chile	8	11	8	5	8	40
Psicología Pontificia U. Católica	2	7	6	9	11	35
Psicología U. de Concepción		2	1	1	3	7
Psicología U. de la Frontera				6	5	11
Psicología U. de Santiago de Chile			2	1	0	3
Psicoterapia PUC/UCH	4	3	5	2	10	24
Salud Mental U. de Concepción				4	4	8
Neurociencia Pontificia U. Católica				3		3
Ciencias m/Neurociencia U. Valparaíso				1		1
<b>TOTAL</b>	<b>14</b>	<b>23</b>	<b>22</b>	<b>32</b>	<b>41</b>	<b>132</b>

Fuente: elaboración propia

CONICYT also finances studies abroad to pursue master's degrees and doctorates. Between 2011 and 2015, 67 students have been funded to carry out doctoral studies in different parts of the world, mainly in the field of neurosciences, so an increase in scientific productivity associated with this area is expected in the near term. . The number of scholarship recipients by general area of psychology can be seen in [Table 4](#) .



**TABLA 4**

*Estudiantes de doctorado en el extranjero financiados por el Gobierno de Chile, periodo 2011-2015, por área de la psicología*

Área de la psicología	N.º becarios
Neurociencias/neuropsicología	12
Psicología	11
Psicología clínica/personalidad	10
Psicología de la salud / psicología médica	6
Psicología social	6
Psicología del desarrollo	5
Cs. sociales /sociología /ciencias políticas	5
Investigación y metodología	3
Psicología y educación	3
Criminología	3
Psicoanálisis	2
Psicología Experimental	1
<b>TOTAL</b>	<b>67</b>

Fuente: elaboración propia

### ***Scientific productivity***

For the following tables, publications in the WOS database (ex ISI) with the address "Chile" between 2005 and 2014 were considered. Of these, only those classified in Psychology were analyzed . Since the goal of this article is to show general trends, only this category was analyzed. More specialized research studies will be able to analyze specifications and specialized areas of the discipline. The results showed a total of 984 documents.

As can be seen in [Graph 2](#) , there is a sustained increase in the number of articles published, going from 32 articles in 2005 to 188 in 2014. It is notable that since 2011, more than 100 articles per year have been exceeded.

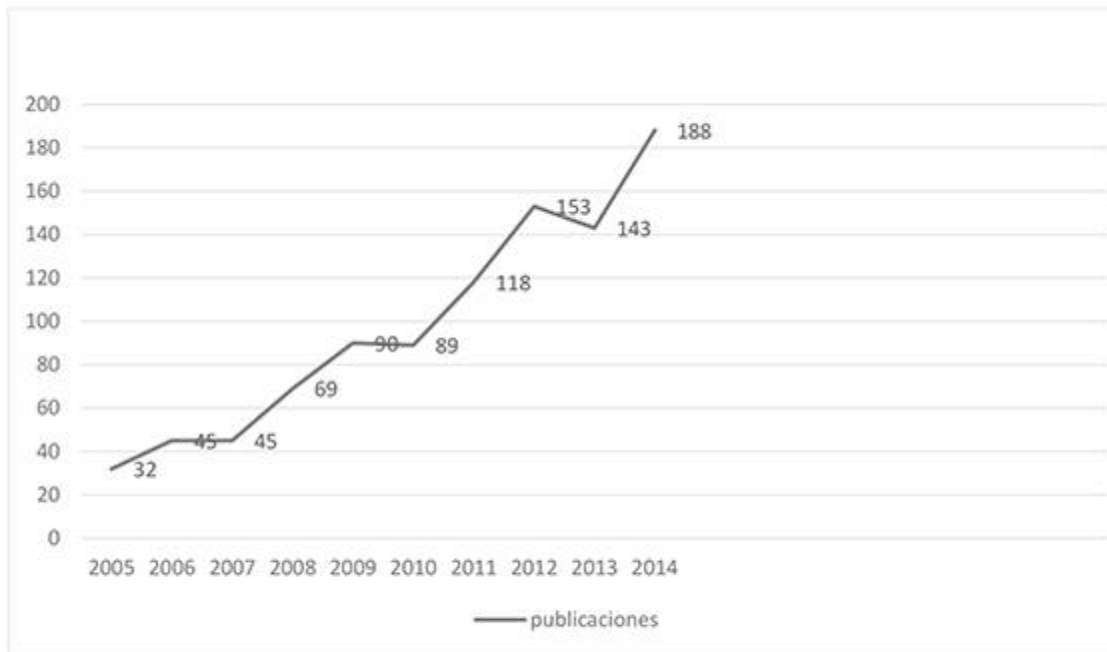


Gráfico 2. Número de publicaciones en psicología 2005-2014.

Fuente: elaboración propia

With respect to the Chilean institutions responsible for the articles analyzed, four institutions stand out considerably above the rest. The Pontifical Catholic University of Chile is the first university with 342 articles, doubling the second institution which is the University of Chile. This is consistent with the analyzes of the productivity of Chilean institutions where both universities stand out in the first places in Chile in all sciences (Vera-Villaruel, López-López, Lillo, & Silva, 2011). Afterwards, the Diego Portales University and the University of Santiago are ranked with 97 and 89 articles, respectively. This is followed by a second group of universities that range from 55 articles to 31: Universidad de Talca, Concepción, Católica del Norte, Desarrollo and Frontera.

In [Table 5](#), the first 15 institutions are presented according to productivity, however, these data should be analyzed with caution. In some more complex ones, it is common for the system to classify articles in the psychology

category, even when the authors do not correspond to schools or faculties of psychology. This is especially significant in the number of articles assigned at the University of Chile, where a considerable number correspond to authors from Faculties or careers of Medicine, Psychiatry or Biology. It should also be considered the case of entities that may appear with little productivity in psychology, despite the fact that their researchers are actively contributing in areas of other scientific disciplines and that are not included in psychology journals (e.g., medical journals, public health or social sciences).

**TABLA 5**  
*Número de artículos publicados en psicología por universidad periodo 2005- 2014*

Instituciones	N.º artículos
1. Pontificia Universidad Católica de Chile	342
2. Universidad de Chile	156
3. Universidad Diego Portales	97
4. Universidad de Santiago de Chile	89
5. Universidad de Talca	55
6. Universidad de Concepción	54
7. Universidad Católica del Norte	50
8. Universidad del Desarrollo	40
9. Universidad de la Frontera	38
10. Pontificia Universidad Católica de Valparaíso	31
11. Universidad de Tarapacá	28
12. Universidad Adolfo Ibáñez	23
13. Universidad de Valparaíso	23
14. Universidad Alberto Hurtado	18
15. Universidad Santo Tomás	12

Fuente: elaboración propia

Regarding the most productive authors, one author with 43 articles is distinguished, followed by a group of authors between 26 and 20 articles. Then the most productive authors fluctuate between 17 and 10 articles. It is necessary to comment on the situation of the first author, who with 43 articles is responsible for 44% of the total of his institution (Diego Portales University) since the researcher publishes (and therefore increases productivity) with more than one institutional affiliation, and in Some of his articles are presented with



affiliations from several institutions and from several different countries. It should be kept in mind that psychology researchers also regularly publish in journals of other specialties, for example, education, medicine, neuroscience or economics, among others, productivity that has not been contemplated on this occasion ([Table 6](#)).

**TABLA 6**  
*Número de artículos publicados en psicología por autor periodo 2005-2014, con 10 o más artículos*

	Autores	N.º artículos
1	Ibáñez, A.*	43
2	González, R.	26
3	Vera-Villarroel, P.	26
4	Manes, E.	23
5	López, V.	20
6	Cornejo, C.	17
7	Farkas, Ch.	16
8	Santelices, M. P.	16
9	Urzúa, A.	16
10	Cumsille, P.	15
11	Fernández, A. M.	15
12	Krause, M.	15
13	Tomicic, A.	15
14	Haye, A.	13
15	Hurtado, E.	13
16	Jiménez, J. P.	13
17	Laborda, M.	13
18	Valdés, N.	12
19	Aboitiz, F.	11
20	Alcalay, L.	11
21	Berger, C.	11
22	Caqueo-Urizar, A.	11
23	Celis-Atenas, K.	11
24	Cosmelli, D.	11
25	Martínez, M. L.	11
26	Strasser, K.	11
27	Huepe, D.	10
28	Vogel, E.	10

\*Autor extranjero con alguna de sus filiaciones correspondiendo a una universidad chilena.

Fuente: elaboración propia

Regarding the language of the articles, it is noted that 611 of these (62%) are written in English and only 348 (35%) in Spanish. It would be assumed that



Chilean authors would publish in the first instance in the Spanish language, but as can be seen this does not happen.

Regarding the journals in which Chilean authors publish the most, Psychological Therapy and Universitas Psychologica stand out in the table. It is followed by two Latin American journals such as the Argentine Journal of Psychological Clinic and the Latin American Journal of Psychology, both with 51 articles, and later two Spanish journals and finally, English-speaking journals appear. The list of articles in the first 30 journals with the highest frequency of publications can be seen in [Table 7](#) .

**TABLA 7**  
*Número de artículos de psicología publicados por revista: periodo 2005-2014*

	Revistas	N.º de artículos	%
1	Terapia Psicológica	91	9.362
2	Universitas Psychologica	91	9.362
3	Revista Argentina de Clínica Psicológica	51	5.247
4	Revista Latinoamericana de Psicología	51	5.247
5	Estudios de Psicología	25	2.572
6	Psicothema	23	2.366
7	Frontiers in Human Neuroscience	21	2.16
8	International Journal of Psychology	21	2.16
9	Ethology	19	1.955
10	Anales de Psicología	17	1.749
11	Psychophysiology	14	1.44
12	Computers in Human Behavior	13	1.337
13	Revista Mexicana de Psicología	12	1.235
14	Culture Psychology	11	1.132
15	Integrative Psychological and Behavioral Science	11	1.132
16	International Journal of Psychoanalysis	11	1.132
17	Spanish Journal of Psychology	11	1.132
18	Frontiers in Psychology	9	0.926
19	International Journal of Clinical and Health Psychology	9	0.926
20	Annals of Behavioral Medicine	8	0.823
21	Cyberpsychology Behavior	8	0.823
22	Journal of Cross Cultural Psychology	8	0.823
23	International Psychogeriatrics	7	0.72
24	Revista de Psicología Social	7	0.72
25	Behavioural Processes	6	0.617
26	Infancia y Aprendizaje	6	0.617
27	Infant Mental Health Journal	6	0.617
28	Psicologia Reflexao e Critica	6	0.617
29	Psychological Medicine	6	0.617
30	Revista de Psicología del Deporte	6	0.617

Fuente: elaboración propia

Regarding the subcategories of the articles, multidisciplinary psychology stands out first and Clinical Psychology second. This is followed by a group of areas of neuroscience and Experimental Psychology. Later, Social Psychology and further back Educational Psychology ( [Table 8](#) ).

**TABLA 8**  
*Número de artículos publicados en psicología por categoría periodo 2005-2014*

	Categorías	N.º artículos	%
1	Psychology Multidisciplinary	373	38.37
2	Psychology Clinical	222	22.84
3	Psychology	169	17.38
4	Psychology Experimental	93	9.56
5	Neuroscieces	89	9.15
6	Psychology Biological	72	7.4
7	Psychology Social	69	7.09
8	Behavioral Sciences	64	6.58
9	Psychology Developmental	61	6.27
10	Psychiatry	41	4.21
11	Psychology Educational	37	3.8
12	Psychology Applied	35	3.6
13	Zoology	30	3.08
14	Psychology Psychoanalysis	23	2.36
15	Physiology	18	1.85
16	Social Sciences Interdisciplinary	18	1.852
17	Public Environmental Occupational Health	16	1.64
18	Communication	15	1.54
19	Psychology Mathematical	15	1.54
20	Sociology	13	1.33

Fuente: elaboración propia

In [Table 9](#) , you can see the countries with which Chilean authors collaborate, highlighting the United States first, followed by Spain and England. The scarce collaboration with Latin American authors is striking, an aspect already identified as a regional problem in previous studies (García, Acevedo-Triana, & López-López, 2014), with only Argentina appearing in fourth place and Colombia in tenth. Subsequently, Brazil in fifteenth and Mexico in nineteenth.

**TABLA 9**  
*Número de artículos publicados en colaboración por país periodo 2005-2014*

	País	N.º artículos	%
1	Estados Unidos	172	17.695
2	España	163	16.77
3	Inglaterra	68	6.996
4	Argentina	55	5.658
5	Alemania	48	4.938
6	Francia	30	3.086
7	Italia	29	2.984
8	Australia	28	2.881
9	Bélgica	28	2.881
10	Colombia	26	2.675
11	Holanda	24	2.469
12	Suiza	20	2.058
13	Canadá	19	1.955
14	Portugal	18	1.852
15	Brasil	17	1.749
16	Japón	16	1.646
17	China	15	1.543
18	Estonia	14	1.44
19	México	14	1.44
20	Nueva Zelanda	13	1.337

Fuente: elaboración propia

### **Associativity**

One of the most precarious areas in Chile is membership and participation in societies and associations. After the beginning of the military dictatorship in 1973, professional associations lost the obligation to enroll in membership, transforming themselves into trade associations of free association. This fact persists to this day. In the last 10 years there has been an increase in the number of associations and societies in Chile, most linked to specialties, highlighting the formation of the Scientific Society of Psychology of Chile, in 2011, which has joined the Council of Scientific Societies of Chile. The list of known organizations can be seen in [Table 10](#).

**TABLA 10**  
*Organizaciones científicas y gremiales de psicología en Chile a junio de 2015*

Organización	Página web
Colegio de Psicólogos de Chile <sup>1</sup>	<a href="http://www.colegiopsicologos.cl/">http://www.colegiopsicologos.cl/</a>
Sociedad Científica de Psicología de Chile <sup>2</sup>	<a href="http://cienciapsicologica.cl/">http://cienciapsicologica.cl/</a>
Sociedad Chilena de Psicología Clínica <sup>3</sup>	<a href="http://www.sepc.cl/">http://www.sepc.cl/</a>
Sociedad Chilena de Medicina conductual y Psicología de la Salud <sup>3</sup>	<a href="http://www.sch-mc-ps.cl/">http://www.sch-mc-ps.cl/</a>
Sociedad Chilena de Psicología Organizacional <sup>3</sup>	<a href="http://schipo.blogspot.cl/">http://schipo.blogspot.cl/</a>
Asociación Nacional de Psicólogos Educativos <sup>3</sup>	<a href="http://www.anpse.blogspot.cl/">http://www.anpse.blogspot.cl/</a>
Sociedad Chilena de Psicología en Emergencia y Desastres <sup>3</sup>	<a href="http://www.sochped.cl/">http://www.sochped.cl/</a>
Sociedad Chilena de Psicología Analítica <sup>3</sup>	<a href="http://www.cgjungchile.cl/">http://www.cgjungchile.cl/</a>
Sociedad Chilena de Psicología Comunitaria <sup>3</sup>	Sin página
Sociedad Chilena de Psicología del Deporte <sup>3</sup>	<a href="http://www.emd.cl/sochipd.cl/">http://www.emd.cl/sochipd.cl/</a>
Sociedad Chilena de Psicología Positiva <sup>3</sup>	<a href="http://www.sochipsp.cl/">http://www.sochipsp.cl/</a>
Asociación Chilena de Psicología Positiva <sup>3</sup>	<a href="http://acpp.cl/">http://acpp.cl/</a>
Asociación Chilena de Psicología Jurídica y Forense <sup>3</sup>	<a href="http://www.asociacionpsicologiajuridica.cl/">http://www.asociacionpsicologiajuridica.cl/</a>
Sociedad Chilena de Historia de la Psicología	Sin página

<sup>1</sup>De carácter gremial; requisito de afiliación: poseer el título de psicólogo; <sup>2</sup>asociación científica; requisito de afiliación: estar en posesión del grado de doctor/a y tener una línea de investigación vigente, o estar cursando un programa doctoral; <sup>3</sup>asociación científica; requisito de afiliación: ser psicólogo con desempeño en el área, exceptuando Medicina conductual que es interdisciplinaria.

Fuente: elaboración propia

## Challenges

The large increase in the number of undergraduate programs in psychology, as well as their disparate quality, observable through the results of the accreditation processes, make it clear that one of the most important challenges of Chilean psychology is to ensure the quality of the training of psychological professionals.

In this context of extensive program offerings and absence of an effective mechanism to support applicants, which facilitates their discernment beyond the marketing investment *that* different institutions can make, a collective effort is essential to pressure legislators and to the State to ensure that the Psychology career has mandatory accreditation. Without this minimum safeguard of the quality of training, we are seriously at fault, not only in front of the students themselves, but in front of society as a whole, since as a discipline we should be





able to ensure that the psychologists who provide services in our communities have the minimum required competencies, in terms of ethical, scientific and professional training.

The necessary quality assurance must involve not only initial training, but also postgraduate training, and the accreditation of master's and doctoral programs must also be mandatory, since currently it is linked only to the student's possibility of applying. State resources through scholarships, only when the program is accredited since, as mentioned, despite the fact that there is an accreditation system, and this is currently voluntary in the case of psychology.

This need to modify legislation leads us to another of our main challenges, which is to improve our ability to influence public opinion. Our presence in the legislative debate is clearly insufficient, despite the fact that all the reforms that are currently being developed in our country directly concern the object of study of psychology, such as education, family, health, work, among others. It is necessary to have psychologists who assume leading roles in the debates and implementation of state and private initiatives. It could be concluded that there is slight progress in this, since in the current government there are two ministers of State who are psychologists, however, the public presence of psychology is still insufficient.

To improve psychology's capacity to influence, it is necessary, on the one hand, to collaborate with the media, to promote the dissemination of psychological knowledge and its use at the service of the development and well-being of citizens and, on the other hand, to improve the associative capacity of psychologists so that they can work together for a goal that transcends union, personal and institutional interests.





Training plans in psychology, old and current, seem not to adequately stimulate values such as associativity and collaborative work. It is necessary to appeal to the knowledge developed by the discipline to change this situation and motivate new professionals and scientists to be part of a collective effort. In a context in which traditional forms of participation—electoral participation, partisan militancy, involvement in campaigns, etc.—seem to be weakening (Putnam, 2000), the challenge is even greater.

In this effort to build an organized and committed community, Chilean psychology also requires establishing alliances with organizations of professionals and scientists from other disciplines, to sustain the defense of evidence-based knowledge and demand decisive support from the State for scientific research in different areas of knowledge.

The increase in scholarships for doctoral studies in psychology, both in Chile and abroad, although notable, has not yet translated into a growth of the same magnitude in the productivity of the discipline, since although it has clearly been increasing, this is still insufficient to position the country as a pole for the development of psychological knowledge in the Ibero-American context. For the expected takeoff to occur, the capacity for collaboration and resource support for national doctoral programs must be increased. A special challenge is the need to build alliances with Latin American researchers, with whom we share not only the language, but also many of our main problems and particularities. We must also be able to develop interdisciplinary work,

With the notable increase in the number of professional psychologists who graduate each year, Chilean psychology faces both a problem and an opportunity. One way to approach the situation is to conclude that the labor field is already becoming saturated and that it is necessary to limit access and



the number of programs. Another option is to take on the challenge of expanding the area of performance of psychologists while devising recognition and accreditation systems for the various specialties of psychology, given that to date the only professional accreditation is in the field of psychology. clinic.

As the former president of the APA, James Bray (2009), points out, most people have the belief that the psychologist is only a mental health professional, however, to be successful in the future, psychologists have to expand our view of what constitutes psychological research and practice. We must recognize opportunities and think globally about the roles psychology can play in the 21st century. One of these paths is to put efforts into prevention and not just intervention, and the special role that psychologists must play in these efforts, whether in the field of health, education, work and organizations, the right, among many others.

Other fundamental components to consider are multiculturalism and internationalization. Challenges that whether he likes it or not, the psychologist will be forced to face. The growing increase in immigrants and refugees, added to a growing recognition of the rights of indigenous peoples, account for this need. The growing population of older adults and the greater visibility of sexual minorities and people with physical or mental disabilities also show other problems that psychology must address. Policy formulation, the world of business and *marketing*, public health, communities, social organizations, technologies and well-being are spaces with broad development potential.

In short, psychological practice in 21st century Chile requires that we change our traditional ways of understanding psychology, to take advantage of the new possibilities that rapid social changes offer us.



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