



THE FUTURE OF PSYCHOLOGY EDUCATION IN ARGENTINA: RECOMMENDATIONS FOR STRENGTHENING THE DISCIPLINE

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Abstract

This paper analyzes the beginnings of Psychology Education in Argentina and then focusing on the organization of undergraduate programs in the whole country. The aim is to carry out a complete updating information of all universities including psychology programs. Subsequently, the impact of the process of accreditation of undergraduate psychology programs is analyzed. Accreditation began in 2009 and it is not finished at all. On the other hand, graduate programs and organizations of psychology are also examined. It also confirms the professional and clinical bias that characterized Argentina psychology since the early 1960s.

Keywords: Psychology education; undergraduate programs; graduate programs; scientific Psychology organizations; professional psychology organizations; Argentina

Introduction

The teaching of psychology in Argentina dates back to the end of the 19th century. At the beginning of the 20th century, there were psychology courses intended for the training of normal school teachers and professors at the National University of La Plata and the University of Buenos Aires, for the training of doctors at the National University of Córdoba and for the training of



lawyers in the University of Santa Fe and in Buenos Aires (Ferrari, 2013; Ingenieros, 1910; Klappenbach, 2006).

That is, the early teaching of psychology in Argentina was not intended for the training of future graduates in psychology. Furthermore, the first careers or programs in the epistemic field of psychology are a later phenomenon and were initially oriented towards psychotechnics and professional guidance. In 1928, the School of Vocational Guidance Counselors had been organized at the Institute of Psychotechnics and Vocational Guidance, under the direction of Carl Jessinghaus, from which 56 counselors would graduate before its closure after the military coup of 1930 (Edelmuth, 1997).

In 1950, at the National University of Tucumán, Benjamin Aybar organized the Bachelor's Degree in Psychotechnics and Professional Guidance. For his part, at the National University of the Litoral, in the city of Rosario, the Psychotechnical Assistant Course was organized in 1953 (Klappenbach, 2006).

The first university program that explicitly incorporated the name *psychology* was organized in 1953, at the National University of Cuyo, in the city of San Luis. There, Plácido Horas organized the Specialization in Psychology. However, its objective was to train the human resources necessary to work in the Directorate of Educational Psychology and Professional Guidance. That is, the articulation between psychology and psychotechnics and professional guidance was constant from the late 1920s to the mid-1950s.

In 1954, in San Miguel de Tucumán, the First Argentine Congress of Psychology met. The commission Perspectives and needs of psychological studies in our country, whose rapporteurs were Plácido Horas and Eugenio Pucciarelli, recommended:



The First Argentine Congress of Psychology declares the need to create the university career of the *professional psychologist* in accordance with the following conditions: I. It will be established as an autonomous section in the Faculties of a humanistic nature, taking advantage of the already existing institutes and the teaching provided in those and in other Faculties that can offer their collaboration (Medicine, Law, Economic Sciences, etc.); II. The degree will include a complete plan of theoretical subjects and due practical intensification in the different specialties of the psychological profession, granting the titles of Bachelor of Psychology (after a Bachelor's thesis) and Doctor of Psychology (after a Doctorate thesis). (Anonymous, 1954, p. 122; italics added)

The clearly professional bias that was intended for the new university degree can be seen. It was not a psychology degree, but a professional psychologist career. As a consequence of that recommendation, in the ten years following that Congress, between 1954 and 1964, the first 14 psychology courses were organized in Argentine universities: six in national universities; six in private universities, which began to be authorized in the country after the fall of Peronism in 1955, and two in provincial educational institutions (see [Table 1](#)).

TABLA 1
Carreras de Psicología en los primeros diez años (1955-1964)

Fecha de Creación	Ciudad	Universidad
1955 (abril)	Rosario	Univ. Nacional del Litoral. Luego de la caída del peronismo se reorganizó en 1956
1956 (marzo)	Buenos Aires	Univ. De El Salvador (jesuita originariamente).
1957 (marzo)	Buenos Aires	Univ. de Buenos Aires
1958 (febrero)	San Luis	Univ. Nacional de Cuyo
1958 (noviembre)	La Plata	Univ. Nacional de La Plata
1958 (diciembre)	Córdoba	Univ. Nacional de Córdoba. En 1956 había comenzado una carrera de Profesorado en Psicología y pedagogía.
1959 (agosto)	Tucumán	Univ. Nacional Tucumán
1959 (agosto)	Córdoba	Univ. Católica de Córdoba (jesuita)
1960 (mayo)	Mar del Plata	Univ. Nacional de Mar del Plata. En 1960 comenzó como Programa del Instituto de Ciencias de la Educación. In 1966 sería incorporado a la Univ. Provincial de Mar del Plata. Fue cerrado en 1976 durante la dictadura militar y reabierto en 1985 ya dentro de la Univ. Nacional.
1961 (marzo)	Buenos Aires	Facultad Libre de Psicología. Anexada a la Univ. Católica Argentina hasta septiembre de 1969.
1962 (marzo)	Buenos Aires	Univ. del Museo Social Argentino
1963 (marzo)	Tucumán	Univ. del Norte Santo Tomás de Aquino
1963 (agosto)	Mendoza	Facultad de Antropología Escolar. Administración General de Escuelas de la provincia de Mendoza. Fue clausurada definitivamente en 1997.
1964 (marzo)	Buenos Aires	Univ. Argentina John F. Kennedy

Fuente: Klappenbach (2003), con modificaciones introducidas por Mercado (2006).

There are two other characteristics worth noting about those early psychology programs. The first, that the races were recommended within the political-social context dominated by Peronism. Between 1943 and 1954, Argentina had more than doubled industrial production, going from 59,765 industrial establishments to 148,371 (Lewis, 1990). In this framework, *professional guidance* achieved constitutional status in the 1949 reform, whose article 37 (Chapter III - IV - numeral 3) established that:

The professional orientation of young people, conceived as a complement to the action of instructing and educating, is a social function that the State protects and promotes through institutions that guide young people towards activities for which they have natural aptitudes and capacity, with the aim of so that the appropriate professional choice benefits you and society. (Constitution of the Argentine Nation, 1949, p. 23)



For its part, the Second Five-Year Plan, which sought to guide State policies beginning with Perón's second government in 1952, established the objective of establishing "rational correlations between the worker's aptitude and his occupation, in order to obtain the highest indices ." of productivity and remuneration" (Law 14,184 of 1952, p. 83; italics added).

However, with the exception of the first psychology major in Rosario, the remaining majors were organized after the military coup that overthrew Perón in 1955. Even the first major did not survive the political climate after the fall of Peronism and was reorganized. in 1956.

And the second characteristic is that even when all those careers were organized, there was no regulation or characterization in the country regarding the intended profile of the new professionals. This generated, already in the first years of psychology courses being established and especially from 1960 onwards when the first graduates began to graduate from them, an intense debate about the profile of the professional or, as it was known in those years, a debate on the role of the psychologist (Bricht et al., 1973; Klappenbach, 2006).

It is interesting to note, first of all, that for the functioning of those first psychology courses "there were already people prepared, built, with their own dynamics" (Noé, 2005, p. 92). And secondly, that despite their disqualification as careers of a supposedly speculative 'academic psychology' (Bleger, 1962), since the 1940s at least, parallel to university teaching, it had been systematically developed a whole aspect of applied psychology, mainly in the school and work fields. As we have already pointed out, this applied aspect was developed under the figure of *psychotechnics* and *professional guidance*.(Klappenbach, 2006). That is, applied psychology prior to the fall of Peronism had not focused primarily on the domain of mental health or clinical



practice, even if there had been development in such fields. On the other hand, applied psychology had developed strongly and widely in the domain of work and education. On the other hand, it can also be seen that, from a theoretical point of view, applied psychology prior to 1955—that is, psychotechnics and professional guidance—was not based on psychoanalysis.

In any case, what is of interest is that the psychology that was built since the beginning of the 1960s, both in the academic space and in the applied field, was characterized by a strong break with the entire development of psychotechnics and professional orientation. In that direction, it has been pointed out that:

(...) even though we still do not have research that has sufficiently analyzed to what extent the rupture was based on the need to *overcome* that old *academic psychology* as anachronistic and to what extent the rupture was based on a simple *ignorance* of many of the characteristics of it, it is possible that the two issues mentioned, the vocation for the field of clinical and mental health and the interest in the appropriation of psychoanalysis, promoted in the new graduates in psychology an abrupt break with any previous development of the psychology. (Klappenbach & Arrigoni, 2011, p. 50)

The subsequent development of those undefined psychology careers in the following decades has been well analyzed (Courel & Talak, 2001; Dagfal, 2009; Klappenbach, 2000; Vezzetti, 2004; Vilanova, 1993). In general, the almost exclusive interest in clinical practice and the hegemony of psychoanalysis has been emphasized, even when it was not an orthodox psychoanalysis.

After the democratic recovery, since 1984, under the presidency of Raúl Alfonsín, this training profile was legitimized at the request of the professional institutions of psychologists. In August 1985, the Secretariat of University Affairs of the Ministry of Education and Justice, directed by Hugo Storani,



convened a Work Conference to discuss the scope of the titles of Psychologist and Graduate in Psychology. Authorities from psychology majors in both public and private universities participated in this meeting along with leaders of the Federation of Psychologists of the Argentine Republic (FePRA), which brought together associations and colleges of psychologists from across the country. At this meeting, a draft resolution was prepared on the scope of the psychology degree, which would be immediately approved through Ministerial Resolution 2447/85 that established the scope of the title of psychologist for the classic areas of psychology (Klappenbach, 2000). In this direction, the approval of the 1995 graduate profile marks the culmination of a training process that began in the late 1950s or early 1960s.

On the other hand, the subsequent development of psychology careers or programs in Argentina has been linked to the growth and expansion of the university system, especially in the first half of the 1990s:

For several decades, the higher education system has been in the process of expansion, institutional differentiation and territorial distribution. The demand for higher education has been growing (...). (Pérez-Lindo, 2007, p. 19)

Thanks to the new institutions, and the expansion dynamics of those already existing before 1982, the number of programs offered doubles to exceed 2,000 courses. At the same time, the non-university tertiary subsystem also expands to reach a not yet well-known number of institutions that is estimated at around 1,200. (Fanelli & Balán, 1994, p. 18)

It has also been observed that since 2007, in a political context different from that of the 1990s, 12 new universities were also inaugurated, 9 of them national and many of them in the so-called Greater Buenos Aires (Suasnábar & Rovelli, 2011). . The expansion of the higher education system is likely to continue in



the future, both due to national and regional reasons; at the national level, due to the promotion of compulsory secondary education and the expansion of the scholarship program both for the access and permanence of low-income students and for the study of technological careers. At the regional level, because an analogous phenomenon has been observed in Venezuela, Cuba, Brazil and Colombia (Perez-Rasetti & Araujo, 2010). In any case,

These processes, typical of Latin American institutions but not foreign to those of developed countries, promoted the increase and diversification of the offer in the face of the increase in enrollment, in contexts of progressive economic adjustment. (Di Domenico & Piacente, 2003, p. 35)

In the last twenty years, the staff of psychologists in the region has been multiplying exponentially. In many countries the number of universities offering degree courses has increased greatly. (Fernández-Alvarez, 2003, p. 13)

Indeed, one of the university majors that experienced the greatest growth in programs was the psychology major. While in the almost 40 years between 1954 and 1990, only psychology courses were created in 7 public universities and 11 private universities, in just 17 years, between 1990 and 2007, psychology courses were created in 3 public universities and 21 private universities. (Tables 2, 3 and 4).

A problem for the survey of all the degree programs in psychology that exist in the country arises from the correct determination of how they characterize careers from the same university, with the same study plan, but that are developed in campuses, sub-campuses. or different classroom extensions.

Two arguments justify that in this work they are considered as different careers. The first reasoning is simply normative or administrative. Indeed, article 8 of resolution 343/09 of the Ministry of Education, which established



the standards for the accreditation of psychology degree programs in the country, has been explicit in this regard:

Art. 8 - Without prejudice to compliance with other legal or regulatory norms applicable to the case, *the offer of complete or partial courses of any career* corresponding to the titles mentioned in article 1 that is intended to be implemented *totally or partially outside the main headquarters of the university institution, will be considered as a new career.* (Ministry of Education, 2009, p. 7; italics added)

The aforementioned article is consistent with the concern that the body responsible for undergraduate and postgraduate accreditation in the country, the National Commission for University Evaluation and Accreditation (CONEAU), had already expressed in 1998 in relation to the existence of sub-headquarters or classroom extensions. In said document, the Commission characterized the phenomenon as anarchic and warned that "it weakens the quality of the higher education system due to the insufficiency in said sub-sites of the academic staff, the physical and bibliographic infrastructure and other essential services for learning" (CONEAU , 1998, p. 1).

Other studies have agreed with this questioning perspective, highlighting that the university that teaches a degree wholly or partially at a sub-campus does not always make this data public from an administrative point of view. That is, it has happened that students are registered in the same statistical records in which students from the main campus are registered and the title may omit mention of classroom extension (Pérez-Rasetti, 2008).

However, the phenomenon allows for diverse interpretations, since numerous modalities and variants of these sub-sites can be pointed out. From those that involve associations between the university that teaches the degree and a public



organization (for example a municipality), to others that mean associations with environmental organizations or with non-university tertiary institutions, among others (Pérez Rasetti, 2008). In 2009, there were 94 universities throughout the country (46 public, 46 private, one provincial and one foreign) and 258 classroom extensions (148 national and 110 private) without any type of planning (Zelaya, 2012).

In any case, the association between university institutions and municipal governments far exceeds the case of the teaching of psychology and is a phenomenon that has spread to various careers and is developed in private universities and public universities alike. The analysis of the case of the National University of La Plata (UNLP) is of interest, since it corresponds to a university with a long history and that was historically considered among the most prestigious in the country due to its early emphasis on research and the level of its academics (Biagini, 1992, Vol. 3). Between 1990 and 2006, the UNLP implemented 30 headquarters outside the city of La Plata in which 9 faculties participated (Marano, 2010). The case of the implementation of psychology courses through headquarters or sub-campuses or classroom extensions external to the main headquarters has also contributed to significantly expanding the offer of psychology courses in our country. Years ago, the National University of Rosario offered by extension the psychology degree in Bariloche and in Junín, Province of Buenos Aires. The experience of teaching psychology courses in Junín is interesting because it was done at the Junín University Center, which in 2002 led to the creation of the National University of the Northwest of the Province of Buenos Aires (UNNOBA) with headquarters in Pergamino and Junín (Pérez-Rasetti, 2008). The National University of Rosario taught by extension the psychology degree in Bariloche



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The second reasoning that justifies considering that the same study program of the same university taught in different locations be considered as different careers is based on theoretical considerations, specifically on César Coll's conceptualization of the three levels of concreteness of the curriculum .(Coll, 1994). The first level of concreteness constitutes the prescribed curriculum (Calabresi & Polanco, 2011). In this direction, it is related to those aspects that the curricular design explicitly establishes as the profile, objectives and contents of the courses. From the point of view of didactic theory and constructivist curriculum theory, it is necessary to note that the notion of content does not only refer to the facts and concepts that must be learned, but also to two other central elements: on the one hand, the procedures, on the other hand, the attitudes, values and norms (Calabresi & Polanco, 2011).

The second level of concreteness consists of "the contextualization and detailing" of the prescribed base curriculum (Coll, 1994, p. 134). It is related, then, to the objective conditions that determine the institutional context of the



development of study plans, from the resource infrastructure to the development or incidence of management, coordination and curricular evaluation factors.

For its part, the third level of concretion of the curriculum is related to the programming and implementation of the curriculum in daily teaching practices and in this sense "they are the competence and responsibility of each teacher and constitute the immediate reference of the curriculum in action, of the real curriculum that the students will experience" (Coll, 1994, p. 134). Usually, it constitutes the curriculum in the classroom, and more broadly in practical activities, internships, Practicum and internships, etc.

From this conception, even though the first level of specification of the curriculum related to the prescribed study plan could become identical in different locations of the same university, the second and third level of specification are necessarily modified in each location or sub-headquarters, although the teachers could become the same.

With these difficulties clarified, a survey updated as of August 15, 2014, reveals the existence of 41 universities that offer a degree in psychology, 23 of which are after 1990, that is, more than half of the programs (56.09%).).

Considering the type of management (public or private), it is observed that 10 public universities offer a degree in psychology: 9 national universities and 1 provincial one (see Table 2). Only one of them, the National University of La Rioja, grants the degree of Bachelor of Organizational Psychology, a unique case in the country and because it was considered not included in the scope of the general degree in psychology, it was not submitted to the accreditation *process* . started in 2011.

TABLA 2
Universidades públicas que ofrecen carreras en psicología en Argentina

Universidad Nacional	Inicio	Unidad Académica, sedes y lugar de emplazamiento	Título que otorga
Universidad Nacional de Rosario	1955	Facultad de Psicología. 2 sedes: Rosario y Marcos Juárez *	Psicólogo
Universidad de Buenos Aires	1957	Facultad de Psicología.	Lic. en Psicología
Universidad Nacional de San Luis	1958	Facultad de Ciencias Humanas	Lic. en Psicología
Universidad Nacional de La Plata	1958	Facultad de Psicología. 2 sedes: La Plata y Chivilcoy **	Lic. en Psicología
Universidad Nacional de Córdoba	1958	Facultad de Psicología	Lic. en Psicología
Universidad Nacional de Tucumán	1959	Facultad de Psicología	Psicólogo
Universidad Nacional de Mar del Plata	1960	Facultad de Psicología ***	Lic. en Psicología
Universidad Nacional de La Rioja	2000	Departamento de Humanidades	Lic. en Psicología Organizacional
Universidad Nacional del Comahue	2005	Facultad de Ciencias de la Educación. Cipolletti	Psicólogo
Universidad Autónoma de Entre Ríos (provincial)	2006	Facultad de Humanidades, Artes y Ciencias Sociales	Lic. en Psicología

* La sede de Marcos Juárez ya no abre el ingreso para nuevos cursantes desde el año pasado y continuará hasta finalizar esa cohorte. También existió una extensión en Venado Tuerto, que ya no se dicta (C. Bonantini, comunicación personal, 11 de agosto de 2014).

** También existió una extensión única en Bolívar pero allí ya no volverá a abrirse el cursado de la carrera (Viguera, Ariel, comunicación personal, 31 de agosto de 2014)

*** También existió una en la sede en Tres Arroyos que ya no volverá a abrirse el cursado de la carrera (J. Vivas, comunicación personal, 18 de agosto de 2014).

Fuente: relevamiento del autor con base en datos públicos de las propias universidades, comunicaciones personales y Ministerio de Educación, Secretaría de Políticas Universitarias, Dirección Nacional de Gestión Universitaria (2014). Base de títulos oficiales. Recuperado de <http://titulosoficiales.siu.edu.ar/GestiónUniversitaria> (2014). Base de títulos oficiales. Recuperado de <http://titulosoficiales.siu.edu.ar/>

For their part, six of those 10 universities grant the title of Bachelor of Psychology and only three of them, those of Rosario, Tucumán and Comahue, the title of Psychologist. Beyond the fact that historically the different name corresponded to academic and professional differences, from the administrative point of view, for Argentine university regulations both degrees have been considered equivalent. Thus, the old resolution of incumbencies of 1985 was officially called "Incumbencies of the titles of Psychologist and Graduate in Psychology" (Ministry of Education and Justice, 1985). And the current Resolution 343/09 of the Ministry of Education specified in its first article: "Approve the basic curricular contents, the minimum workload, *titles of Psychologist and Graduate in Psychology*" (Ministry of Education, 2009, p. 7, italics ours).

It can be seen in Table 2 that while seven national universities and the provincial university teach the degree at a single location, two national universities (La Plata and Rosario) teach the degree at two sub-sites or classroom extensions. That is, *there are 12 psychology programs at public universities.*

For their part, there are 31 private universities that offer psychology courses, 20 of them after 1990 (Tables 3 and 4). That is to say, almost two-thirds of the universities that teach psychology in privately managed universities have implemented it after the educational reforms of the 1990s (exactly 64.51%).

TABLA 3
Universidades privadas que ofrecen carreras de Psicología (anteriores a 1983)

Universidad Privada	Inicio	Unidad Académica, sedes y lugar de emplazamiento	Título que otorga
Universidad del Salvador	1956	3 sedes. Facultad de Psicología y Psicopedagogía: CABA *, Pilar y Bahía Blanca	Lic. en Psicología
Universidad Católica de Córdoba	1959	Facultad de Filosofía y Humanidades. Córdoba **	Lic. en Psicología
Pontificia Universidad Católica Argentina	1960 1970	3 sedes. 1) Facultad de Psicología y Psicopedagogía, CABA. 2) Fac. Humanidades y Cs. de la Educación, Mendoza. 3) Fac. Teresa de Ávila, Paraná, Prov. Entre Ríos ***	Lic. en Psicología
Universidad del Museo Social Argentino	1962	Facultad de Ciencias Humanas. CABA	Lic. en Psicología
Universidad del Norte Santo Tomás de Aquino	1963	2 sedes: Facultad de Ciencias de la Salud. San Miguel de Tucumán y Centro Univ. Concepción, Prov. Tuc. Departamento de Psicología– Escuela de Psicología.	Lic. en Psicología
Universidad Argentina John F. Kennedy	1964	3 sedes: Colegio Central. CABA; Colegio San Isidro Labrador y Colegio Lanús	Lic. en Psicología
Universidad Católica de Salta	1967	Facultad de Artes y Ciencias. Salta	Lic. en Psicología
Universidad de Belgrano	1967	Facultad de Humanidades. CABA	Lic. en Psicología
Universidad del Aconcagua	1968	Facultad de Psicología. Mendoza	Lic. en Psicología
Universidad Católica de Cuyo	1970	Facultad de Filosofía y Humanidades. San Juan****	Lic. en Psicología
Universidad Católica de La Plata	1982	Facultad de Humanidades. 2 sedes: La Plata y Rosario	Lic. en Psicología

* CABA: Ciudad Autónoma de Buenos Aires

** Cerrada entre 1976 y 2007.

*** La carrera en la UCA se origina en 1970; entre 1960 y 1969 la Facultad Libre de Psicología estuvo anexada a la Universidad Católica (M. Caamaño, comunicación personal).

**** Entre 2005 y 2011 también se dictó la carrera en la sede Río Cuarto que ya no volverá a abrirse.

Fuente: relevamiento del autor con base en datos públicos de las propias universidades, comunicaciones personales y Ministerio de Educación, Secretaría de Políticas Universitarias, Dirección Nacional de Gestión Universitaria (2014). Base de títulos oficiales. Recuperado de <http://titulosoficiales.siu.edu.ar/>

TABLA 4
Universidades privadas que ofrecen carreras de Psicología (desde 1990)

Universidad Privada	Inicio	Unidad Académica, sedes y lugar de emplazamiento	Título que otorga
Universidad Adventista del Plata	1990	Facultad de Humanidades, Educación y Ciencias Sociales. Libertador San Martín. Entre Ríos	Lic. en Psicología
Universidad de la Cuenca del Plata	1994	3 sedes: 1) Corrientes, Fac. de Psicol, Educación y Rel. Humanas, 2) Formosa, Fac. de Cs. Sociales y 3) Posadas, Fac. de Cs. Sociales	Lic. en Psicología
Universidad Católica de Santiago del Estero	1995	3 sedes: Facultad de Ciencias de la Educación. Santiago del Estero; Rafaela y San Salvador, Prov. Jujuy	Lic. en Psicología
Universidad de Flores	1995	Facultad de Psicología y Ciencias Sociales. 2 sedes, CABA y Cipoletti	Lic. en Psicología
Universidad Atlántida Argentina	1995	Fac. Psic. 3 sedes: Mar de Ajó, Dolores y Mar Plata	Lic. en Psicología
Universidad Empresarial Siglo 21	1996	2 sedes Depto. de Psicología. Campus Córdoba y Campus Río Cuarto	Lic. en Psicología
Universidad Abierta Interamericana	1997	Facultad de Psic y Relac. Humanas. 5 sedes: Buenos Aires, Rosario, Ituzaingó, Berazategui; Lomas de Zamora *	Lic. en Psicología
Universidad de la Marina Mercante	1997	Facultad de Humanidades. CABA	Lic. en Psicología
Universidad de Palermo	1998	Facultad de Ciencias Sociales. CABA	Lic. en Psicología
Universidad de Morón	1998	Fac. de Filosofía, Cs de la Educ. y Humanidades	Lic. en Psicología
Universidad CAECE	1999 2005	Departamento de Psicología y Ciencias Pedagógicas. CABA	Lic. en Psic. Social Lic. en Psicología
Universidad de Ciencias Empresariales y Sociales (UCES)	2000	5 sedes: Fac. de Psicología y Ciencias Sociales: Buenos Aires, Rafaela, Olivos, San Isidro, Cañuelas **	Lic. en Psicología
Universidad Católica de Santa Fe	2002	Facultad de Psicología. Santa Fé	Lic. en Psicología
Universidad Maimónides	2002	Facultad de Humanidades, Ciencias Sociales y Empresariales. CABA	Lic. en Psicología
Universidad de Congreso	2004	Departamento de Psicología. Mendoza ***	Lic. en Psicología
Universidad Argentina de la Empresa	2004	Facultad de Ciencias Jurídicas y Sociales. CABA	Lic. en Psicología
Universidad de Mendoza	2005	Facultad de Ciencias de la Salud. 2 sedes: Mendoza y San Rafael	Lic. en Psicología con orientaciones
Instituto Universitario de Ciencias de la Salud – Fund. Universitaria Barceló	2006	Facultad de Medicina. 2 sedes: Buenos Aires y La Rioja	Lic. en Psicología
Universidad Favaloro	2007	Facultad de Ciencias Médicas. CABA	Lic. en Psicología
Instituto Univ. Italiano de Rosario	2007	Escuela de Psicología. Rosario. Prov. Santa Fe	Lic. en Psicología

* En el proceso de acreditación, la sede de Ituzaingó se presentó como extensión áulica de la de Buenos Aires (Resolución CO-NEAU 1028 de 2013).

** En el proceso de acreditación, se presentaron únicamente 2 sedes, la de Buenos Aires y la de Rafaela (Resoluciones CO-NEAU 1018 y 1041 de 2013). Las restantes extensiones áulicas se iniciaron con posterioridad.

*** Entre 2006 y 2011 también se dictó la carrera en Córdoba, luego cerrada.

Fuente: relevamiento del autor con base en datos públicos de las propias universidades, comunicaciones personales y Ministerio de Educación, Secretaría de Políticas Universitarias, Dirección Nacional de Gestión Universitaria (2014). Base de títulos oficiales. Recuperado de <http://titulosoficiales.siu.edu.ar/> y resoluciones de CONEAU.

However, this does not mean that there are *only* 31 psychology majors. Because while 16 of these private universities teach the degree at a single location, six teach it at two locations or sub-sites, another six at three locations or sub-sites and two universities at five different locations or sub-sites. For its part, a

university (CAECE) offers two courses leading to different degrees: the Bachelor's Degree in Psychology and the Bachelor's Degree in Social Psychology, also a unique case. This totals 58 undergraduate *psychology courses offered by privately managed universities*.

That is, if the psychology courses taught in public management universities and in private management universities are considered, as of August 2014, the existence in Argentina of a total of 70 psychology degree courses can be verified (Table 5). Of them, 11 correspond to courses from national public management universities, one to a course from a provincial public management university and 58 to private management universities. It can be seen that more than 80% of psychology degrees are offered in the private system, while only 17% in the public system. It is also striking that 53 of these degrees (five from public universities and 48 from private universities) are after 1990, that is, three quarters of the degrees (75.71% of the total).

TABLA 5
Cantidad total de carreras de grado en psicología: públicas y privadas 2014

	Universidades Públicas		Universidades privadas	
	Cantidad de Univ.	Cantidad total de carreras	Cantidad de Univ.	Cantidad total de carreras
Universidades que dictan la carrera en una sola sede	8	8	16	16
Universidades que dictan la carrera en 2 sedes	2	4	6	12
Universidades que dictan la carrera en 3 sedes	-	-	6	18
Universidades que dictan la carrera en 5 sedes	-	-	2	10
Universidades que dictan 2 carreras con titulación diferente	-	-	1	2
Totales para cada sistema (público o privado)		12 (17.14%)		58 (82.85%)
Cantidad total de carreras en ambos sistemas			70	

Fuente: relevamiento del autor en base a datos públicos de la propias universidades y en base a: Ministerio de Educación. Secretaría de Políticas Universitarias. Dirección Nacional de Gestión Universitaria (2014). Base de títulos oficiales.

It must be noted, however, that this predominance in the educational offer of privately managed psychology courses does not correspond to either the total number of graduates or the number of students. Indeed, according to the latest

available data, out of a total of 88,290 graduates in psychology between 1960 and November 2014, 60,412 graduates (64.5%) obtained their bachelor's degree from public universities and 332,296 (35.5%) from private universities. (Alonso & Klinar, 2014). For its part, out of a total of 74,570 psychology students in November 2014, 50,340 studied in public management universities (67.5%) and 24,240 (32.5%) in private management universities (Alonso & Klinar, 2014). In summary, despite the fact that out of every 10 psychology majors, 8 correspond to privately managed universities, Table 6).

Tabla 6
Cantidad de graduados y estudiantes de psicología en Argentina

	Cantidad de Estudiantes en noviembre 2012	%	Cantidad de Graduados 1960-2012	%
Universidades públicas	50.340	67.5	60.412	64.5
Universidades privadas	24.240	32.5	33.296	35.5
Totales	74.580	100	93.708	100

Fuente: Alonso y Klinar (2014). Datos reconstruidos con su autorización.

In relation to the geographical distribution of psychology careers, the panorama also experienced a spectacular change starting in the 1990s and has coincided with that phenomenon of "expansion, institutional differentiation and territorial distribution" observed by Pérez Lindo (2007 , p. 19). Until that time, to study psychology you had to travel to some of the following locations: City of Buenos Aires, La Plata, Mar del Plata, Rosario, Córdoba, San Luis, Tucumán, Mendoza, San Juan or Salta. Only in eight provinces and the Federal Capital could degree studies in psychology be carried out.

In August 2014, it is possible to carry out psychology studies in 15 provinces and in the Autonomous City of Buenos Aires. It is only not possible to take psychology courses in the provinces of Catamarca, Chaco, Chubut, La Pampa, Neuquén, Santa Cruz and Tierra del Fuego (Table 7). However, even though there is no psychology major in Neuquén, the psychology major at the

University of Comahue and a headquarters of the University of Flores are located at the Cipoletti headquarters, in the Alto Valle del Río Negro, less than 10 km from the city of Neuquén. Likewise, in several provinces there are curricular offers in different cities and in many large cities there are also several careers available.

TABLA 7
Carreras de psicología: públicas y privadas. Distribución por ciudad y zona o provincia

Ciudad	Total ciudad	Provincia o Zona	Total prov. o zona	%
Ciudad Autónoma de Buenos Aires	17			
Gran Buenos Aires Zona Norte	4	Zona Metropolitana	27	38.57
Gran Buenos Aires Zona Oeste	2			
Gran Buenos Aires Zona Sur	4			
La Plata	2			
Mar del Plata	2			
Mar de Ajó	1	Prov. Buenos Aires	8	11.43
Dolores	1			
Chivilcoy	1			
Bahía Blanca	1			
Rosario	4			
Rafaela	2	Prov. de Santa Fé	7	10
Santa Fé	1			
Córdoba	3			
Río Cuarto	1	Prov. de Córdoba	5	7.14
Marcos Juárez	1			
Mendoza	4	Prov. de Mendoza	5	7.14
San Rafael	1			
Paraná	2			
Libertador General San Martín	1	Prov. de Entre Ríos	3	4.28
San Miguel de Tucumán	2	Prov. de Tucumán	3	4.28
Concepción	1			
La Rioja	2	Prov. de La Rioja	2	2.85
Cipoletti	2	Prov. de Río Negro	2	2.85
Corrientes	1	Prov. de Corrientes	1	1.42
Formosa	1	Prov. de Formosa	1	1.42
Posadas	1	Prov. de Misiones	1	1.42
San Salvador de Jujuy	1	Prov. De Jujuy	1	1.42
Salta	1	Prov. De Salta	1	1.42
San Juan	1	Prov. de San Juan	1	1.42
San Luis	1	Prov. de San Luis	1	1.42
Santiago del Estero	1	Prov. de Sgo. Del Estero	1	1.42
Totales	70		70	99.9

Fuente: elaboración propia



However, almost 4 out of 10 of the careers are located in the city of Buenos Aires and exactly half of all careers (35) are located in the City of Buenos Aires, Greater Buenos Aires and in the Province of Buenos Aires (fifty %). If we add to that percentage the courses located in Santa Fé, Córdoba and Entre Ríos, we see that 50 psychology courses, almost three quarters of the total (71.42%), are located in the area known as "wet pampas." , the richest and most populated area of the country, made up of the Autonomous City of Buenos Aires, Province of Buenos Aires, Córdoba, Santa Fé and Entre Ríos.

The study by Modesto Alonso and Doménica Klinar (2014), with data corresponding to 2013, indicated that of the total of 93,708 psychology graduates throughout the country since 1960, 37,688 had graduated from the University of Buenos Aires (40.21%). . That is, of every 10 psychologists in the country, 4 received their degree from the University of Buenos Aires. But considering the National University of La Plata and the private universities in the metropolitan area, the total number of graduates from that area amounts to 71,281, that is, 76.06% of graduates in psychology throughout the country (Alonso & Klinar, 2014). If these data are expanded with those from the remaining universities located in the so-called "wet pampas", that is, the richest area of the country, the percentage of graduates exceeds 90% (Table 8). That is to say, the geographical distribution of psychology majors and psychology graduates is consistent with the geographical distribution of all professionals in the country, although the concentration of psychologists in the humid pampas area is even greater.

TABLA 8

Comparación del porcentaje de distribución geográfica en la pampa húmeda de las carreras de psicología con otros indicadores

	Cantidad	% sobre la población total
Carreras de Psicología en la zona de la pampa húmeda	50	71.42
Cantidad de psicólogos/as activos/as en la pampa húmeda *	85.397	92.04
Población total en la pampa húmeda **	26.254.642	65.45
Profesionales en CABA, Prov. de Bs. As. y de Santa Fé ***	606.802	70.7
Estudiantes internacionales en la región metropolitana y bonaerense ****	19.985	75.83

Fuentes: * Alonso y Klinar (2014)

** INDEC (2012)

*** INDEC (2005)

**** Ministerio de Educación. Secretaría de Políticas Universitarias (2007)

An important turning point in the university teaching of psychology in Argentina occurred with the inclusion of the psychology degree among the activities included in the Higher Education Law (LES), which was dictated during the government of Carlos Menem in a situation of maximum conflict with the student movement and in general with the most critical sectors of the university teaching staff. The art. 43 of the aforementioned law established:

In the case of titles corresponding to professionals regulated by the State, the exercise of which could compromise the public interest, directly putting the health, safety, rights, property or training of the inhabitants at risk, they will be required to be respected, In addition to the workload referred to in the previous article, the following requirements:

- a. The study plans must take into account the basic curricular contents and the criteria on the intensity of practical training established by the Ministry of Education, in agreement with the Council of Universities;
- b. The respective courses must be periodically accredited by the National Commission for University Evaluation and Accreditation or by duly recognized private entities established for that purpose.



The Ministry of Education will determine with restrictive criteria, in agreement with the Council of Universities, the list of such degrees, as well as the professional activities reserved exclusively for them. (Higher Education Law, 1995, p. 3)

The Higher Education Law left it to the discretion of the Council of Universities, made up of representatives of public universities and private universities, which degrees would be regulated by the State.

At the same time, the law also created the body in charge of the accreditation process, both for degree programs and in the case of those included in art. 43 became mandatory as for postgraduate courses, whose accreditation was relatively voluntary: the National Commission for University Evaluation and Accreditation (CONEAU), conceived as a decentralized and autonomous body within the Ministry of Education.

In this framework, the Federation of Psychologists of the Argentine Republic requested the Ministry of Education to include the title of psychologist and graduate in psychology (for legal purposes in Argentina they are considered synonyms) among those covered by the law, in order to guarantee the recognition of the activities reserved for the title of psychologist or graduate in psychology. A year later, the Association of Academic Units (AUAPsi), which brings together psychology majors at public management universities, made a request in the same direction and began to develop criteria for accreditation. In turn, also the Academic Linkage Unit of Psychology of Privately Managed Universities (UVAPsi), which brings together privately managed psychology careers,

In March 2004, the Ministry of Education, Science and Technology approved Resolution 136, which in its first article declared "included the title of Bachelor



of Psychology in the regime of article 43 of Law No. 24,521" (Ministry of Education, Science and Technology and Technology, 2004, p. 4). To continue the process that had to establish the standards for the evaluation and accreditation of degree programs, the Ministry asked AUAPsi and UVAPsi to develop them jointly.

Finally, in September 2009, they established the criteria for the accreditation process for psychology degree programs through Ministerial Resolution 343/09 (Ministry of Education, 2009).

Article 1 – Approve the basic curricular contents, the minimum workload, the intensity criteria of practical training and the standards for the accreditation of the careers corresponding to the titles of PSYCHOLOGIST and BACHELOR IN PSYCHOLOGY, as well as the list of reserved activities for those who have obtained the respective titles, which appear as Annexes I —Basic Curriculum Contents—, II —Minimum Hourly Load—, III —Practical Training Intensity Criteria—, IV —Standards for Accreditation— and V —Reserved Professional Activities — of this resolution. (Ministry of Education, 2009, p. 7)

Throughout the five years that intervened between resolution 136/04 and resolution 343/09, the AUAPsi, the UVAPsi and even the Federation of Psychologists of the Argentine Republic (FePRA) participated in an intense debate about the profile of the graduate in psychology, the activities corresponding to such degree and the contents that enable adequate training for the development of such activities (Benito, 2009; de la Cruz, 2010; Di Domérico, in press; Di Domérico & Piacente, 2003, 2011 ; Di Domeño & Risueño, 2013; Ferrero & de Andrea, 2011; Moya, 2010). In that sense, it can be stated that resolution 343/09 with its strengths, limitations and weaknesses is the result of the consensus reached and the degree of advancement of academic



and professional psychology in Argentina at the end of the first decade of the 21st century.

The curricular design contemplated in the organization of the study plan in resolution 343 and its partial modification, Resolution 800/11 (Ministry of Education, 2011), was not structured based on the profile of the graduate or the skills or competencies or qualifications that the future graduate had to exhibit, but was structured based on contents or areas of knowledge:

- A. Biopsychosocial processes
- B. Developments in psychology in relation to individuals, couples, families, groups, institutions, organizations and communities.
- C. Psychopathological processes
- D. History of Psychology
- E. Psychological research methodology
- F. Psychological evaluation and diagnosis
- G. Interventions in psychology
- H. Complementary training in other disciplines
- I. Ethics and professional deontology. (Ministry of Education, 2009, p. 8)

Another aspect of training that Resolution 343 and its partial amendment, Resolution 800/11 highlighted, was the definition of the *minimum workload* of the study plan and the practical workload, both of the usual practices in the subjects or courses and *supervised professional practices* that in the partial modification of the resolution were called *supervised professional practices* (Ministry of Education, 2011, p. 13):

A minimum total workload of three thousand two hundred (3,200) hours, in-class and out-of-class, is defined. The number of hours with simultaneous presence of teachers and students may not be less than 2600. The hours may be



theoretical, theoretical-practical, *supervised practices*, pre-professional practices. Of the total workload, two thousand seven hundred hours (2,700) will be allocated to theoretical training and the remaining five hundred (500) will refer to practical training. (Ministry of Education, 2011, p. 13)

The practical hours will be of 2 types:

a) Practical hours that will be part of the subjects with visible indicators in the respective programs and that will provide tangible products such as: monographs, written reports, observations, interviews, surveys, opinion polls, psychological evaluation works, case studies, research , fieldworks. They will be intended for the acquisition of methodological skills and knowledge and psychological evaluation and intervention devices.

b) Supervised professional practical hours (PPS) will have a minimum workload of two hundred and fifty hours (250). The main objectives and characteristics of these intensive and integrative practices are the linking of the academic world with the world of work, through the integration of theoretical-practical knowledge, which guarantees the learning of procedural content ("know-how") and the rules of professional operation. They must be implemented in the last section of the training journey, when the student is in a position to have the knowledge that makes them possible. To do this, students join projects or programs of the academic unit itself or of institutions or organizations in which professionals of the discipline work in specific job positions.(*including research*). (Ministry of Education, 2011, p. 13)

The inclusion of practical hours, their characterization and classification, as well as the criteria for intensity that the regulations also incorporate and the inclusion of a mandatory Final Integrative Work (TIF), surely constituted the most innovative aspects for the system. At the same time, they founded a good part of



the controversies of the accreditation process opened in 2012, which made possible the first resolutions by the CONEAU in December 2013, but which legally and academically has not yet been completed, since the degrees that were not accredited entities had until the end of 2014 to present appeals for reconsideration.

Resolution 343 also established the remaining standards for accreditation, whose dimensions of analysis did not differ from those that had been applied for the accreditation of postgraduate courses: institutional context, training and study plan, academic body, students and graduates, staff of support, infrastructure, equipment and budgetary resources (Ministry of Education, 2009).

These dimensions of analysis incorporated data related to the academic body, students, graduates and support staff, indicators that had already been analyzed in the diagnosis carried out by the AUAPsi in the period 1996-1999 (AUAPsi, 1998). Even the section on standards related to infrastructure, equipment and budgetary resources regressed with respect to indicators that AUAPsi had considered, and revealed important limitations of accreditation management. For example, the resolution established that the "career must have access to updated libraries and information centers that have a relevant and varied bibliographic collection" (Ministry of Education, 2009, p. 10). That way, This omission draws more attention if one considers that the Electronic Library of Science and Technology, which includes a good part of these databases, has constituted an official initiative, which for the same reason the Ministry of Education could not ignore. And above all, if one considers that the Ministry of Science, Technology and Productive Innovation of the Nation had also been promoting a law on public repositories of science and technology for several



years, which obliged institutions that generate knowledge production with public funding to generate open and free repositories that would guarantee the free circulation of research products (Bongiovani & Nakano, 2011).

That is to say, on the one hand, the ministerial resolution agreed upon by AUAPsi and UVAPsi evidenced the current state of advancement of academics in the discipline, which does not seem to be the most up-to-date. On the other hand, it also highlights the relative outdatedness of some intermediate technical bodies, both in the Ministry of Education and in the CONEAU.

However, the accreditation process took place throughout 2012 and the CONEAU resolutions were issued at the end of 2013. The result, as of August 2014, is that of the 70 majors, only 28 majors have been accredited. Leaving aside the case of the courses that were not presented for accreditation because their degree was not included in the call (the case of the Bachelor's Degree in Organizational Psychology and Social Psychology), the psychology course of the University was also not presented for accreditation. of Buenos Aires for considering that the Higher Education Law, which introduces accreditation, violates university autonomy. In any case, the final result is still uncertain because the universities that have not been accredited to date have presented appeals for reconsideration that, possibly, In some cases they may end up being settled in court for two main reasons. The first, due to the complexity of Argentine administrative law; the second, because several inconsistencies have been observed in the opinions issued by CONEAU on the same type of deficit with the same type of improvement plan, but which was considered insurmountable for some cases while it was considered adequate for others.

It is interesting to note that the resolutions approved by CONEAU for accreditation for 6 years, which implies compliance with all standards, have



fallen on only 6 private universities, some of them with a long tradition in teaching psychology in the country (such as the University of Salvador or the University of Aconcagua), others that had already accredited doctoral programs with a high academic level (University of Palermo). But there are also very recent careers that are not among those psychology careers that have ranked in certain international *rankings* , such as the *Ibero-American Ranking of Psychology prepared by Scimago Research Group*.(2011). It is true that the accreditation system for degree programs established by Argentine law does not propose a *ranking*.but the total or partial fulfillment of the standards for the career in question. But in a first reading of the resolutions published on the CONEAU website, certain discrepancies between the CO-NEAU evaluation and that carried out, for example, by Scimago, are striking. It is not clear if this is due to Scimago taking into consideration four indicators related to scientific publications, to the aforementioned lack of updating of the indicators that CONEAU evaluated, or to the dynamics evidenced by private universities that, once Resolution 343 was approved /09, in a short time they modified their study plans and internal regulations to adapt them to it.

For its part, the graduate system in psychology is relatively incipient. For now, from a legal point of view, bachelor's degrees enable you to practice the profession without any type of restrictions. Furthermore, a postgraduate degree is not a requirement for the exercise of the academic profession, except for the career of scientific researcher of the National Scientific and Technical Research Council (CONICET).

Once again, it is not easy to specify all the postgraduate courses in psychology that exist in the country. Here we have surveyed all those accredited by CONEAU, knowing that some of them do not open their registration every year



or that others may have closed permanently. On the other hand, the existence of postgraduate courses that have not been accredited by CONEAU is also verified. The CONEAU recognizes 3 types of postgraduate courses: doctorates, master's degrees (which in turn can be academic or professional) and specialization courses (CONEAU, 2011).

Firstly, the weak development of psychology as an academic discipline can be observed. In fact, there are only 14 doctoral programs, only one accredited with the highest category, category A (Table 9). For their part, there are 39 Master's degrees, again, only one accredited A (Table 10) and 33 specialization degrees, none accredited A (Table 11). That is, of the 86 postgraduate courses accredited by CONEAU, only 2 meet the highest academic levels (2.32% of the total). For their part, only 15 postgraduate courses reached category B, just 17.44%.

TABLA 9
Posgrados en Psicología - Doctorados acreditados por la CONEAU

Carrera de Posgrado	Universidad	CONEAU Acredit.	Categ.
Doctorado en Psicología	Universidad Nacional de Córdoba	295/07	A
Doctorado en Psicología	Universidad Nacional de La Plata	491/07	B
Doctorado en Psicología	Universidad Nacional de San Luis	294/07	B
Doctorado de la Universidad de Palermo en Psicología	Universidad de Palermo	427/07	B
Doctorado de la Universidad de Buenos Aires, Facultad de Psicología	Universidad de Buenos Aires	448/13	B
Doctorado en Psicología	Universidad Nacional de Mar del Plata	447/13	B
Doctorado en Psicología	Universidad de Ciencias Empresariales y Sociales	1180/13	B
Doctorado en Psicología	Universidad Nacional de Rosario	592/07	C
Doctorado en Psicología Social	Universidad Argentina John F. Kennedy	204/08	C
Doctorado en Psicología	Universidad Nacional de Tucumán	484/04	Cn *
Doctorado en Psicología	Universidad del Salvador	446/13	No sol **
Doctorado en Psicología con mención en Integración Cognitivo – Existencial	Universidad de Flores	638/05	No sol
Doctorado en Psicología	Universidad Católica Argentina	445/13	No sol.
Doctorado de la Universidad Maimónides en Psicología con orientación en Neurociencia Cognitiva Aplicada	Universidad Maimónides	484/05	Proy ***

* La categorización B o C seguida de n, significa que era una carrera nueva al momento de la acreditación.

** No sol: no solicitó categorización.

*** es un proyecto de carrera.

Fuente: CONEAU (2014)

TABLA 10
Posgrados en Psicología - Maestrías acreditadas por la CONEAU

Carrera de Posgrado	Universidad	CONEAU Acredit	Categ.
Maestría en Psicoimmunoneuroendocrinología	Universidad Favaloro	582/09	A
Maestría en Psicodiagnóstico y Evaluación Psicológica	Universidad de Buenos Aires	503/13	B
Maestría en Psicología Cognitiva y Aprendizaje	Facultad Latinoamericana de Ciencias Sociales (FLACSO)	470/07	B
Maestría en Psicología Educacional	Universidad Nacional de Tucumán	150/09	B
Maestría en Psicología Educacional	Universidad de Buenos Aires	442/14	B
Maestría en Neuropsicología	Universidad Nacional de Córdoba	280/01	Bn
Maestría en Psicoanálisis	Universidad del Aconcagua	289/07	C
Maestría en Psicoterapia Sistémica	Universidad del Aconcagua	288/07	C
Maestría en Psicoanálisis	Universidad Nacional de Rosario	246/14	C
Maestría en Psicoanálisis	Universidad Nacional de Mar del Plata	474/08	C
Maestría en Psicoanálisis	Universidad Argentina John F. Kennedy	590/07	C
Maestría en Psicoanálisis Teórico	Universidad Nacional de San Luis	383/00	C
Maestría en Fundamentos Teóricos de la Clínica Psicoanalítica Lacaniana	Universidad Nacional de San Luis	319/01	C
Maestría en Psicología Clínica Mención Cognitivo-Integrativa	Universidad Nacional de San Luis	530/13	C
Maestría en Psicología Cognitiva	Universidad de Buenos Aires	484/08	C
Maestría en Psicología Social	Universidad Nacional de Cuyo	531/13	C
Maestría en Psicología Social (Orientación, Grupos e Instituciones)	Universidad Nacional de Tucumán	444/04	C
Maestría en Psiconeurofarmacología	Universidad Favaloro	583/09	C
Maestría en Psicooncología	Universidad Favaloro	1146/13	C
Maestría en Psicoanálisis	Universidad del Salvador	507/07	Cn
Maestría en Psicoanálisis	Universidad de Buenos Aires	443/04	Cn
Maestría en Psicología del Aprendizaje	Universidad del COMHUE	298/99	Cn
Maestría en Psicología Preventiva	Universidad Nacional de Catamarca	641/99	Cn
Maestría en Psicología Social	Universidad Nacional de Mar del Plata	865/99	Cn
Maestría en Clínica Psicológica Cognitiva	Universidad de Belgrano	502/13	No sol
Maestría en Criminología	Universidad del Aconcagua	598/07	C
Maestría en Criminología	Universidad Nacional de Lomas de Zamora	222/06	No sol
Maestría en Cultura y Salud Mental	Instituto Universitario de Salud Mental de la Asociación Psicoanalítica de Bs. As.	804/13	No sol
Maestría en Familia y Minoridad	Universidad Católica de Cuyo	957/99	No sol
Maestría en Psicoanálisis	Universidad Nacional de La Matanza	461/13	No sol
Maestría en Psicología Social Comunitaria	Universidad de Buenos Aires	462/13	No sol
Maestría en Psicología Clínica	Universidad Empresarial Siglo 21	293/07	No sol
Maestría en Psic. Empresarial y Organizacional	Universidad de Belgrano	243/09	No sol
Maestría en Psicología Organizacional con Orientación Gerencial	Universidad Abierta Interamericana	460/13	No sol
Maestría en Familia y Discapacidad	Universidad del Museo Social Argentino	065/03	Proy
Maestría en Neuropsicología	Instituto Universitario Escuela de Medicina del Hospital Italiano	395/05	Proy
Maestría en Psicología de la Música	Universidad Nacional de La Plata	299/06	Proy
Maestría en Psicología Social	Universidad de la Marina Mercante	486/05	Proy
Maestría en Psicología y Salud	Universidad de Palermo	265/06	Proy

Fuente: CONEAU (2014)

TABLA 11
Posgrados en Psicología - Carreras de especialización acreditadas por la CONEAU

Carrera de Posgrado	Universidad	CONEAU Acred.	Categ
Especialización en Psicodiagnóstico	Universidad Nacional de Rosario	529/13	B
Especialización en Evaluación y Diagnóstico Psicológico	Universidad Nacional de Tucumán	201/14	B
Especialización en Neuropsicología Clínica	Universidad de Buenos Aires	497/13	B
Especialización en Psicología del Trabajo y de las Organizaciones	Universidad Nacional de Córdoba	527/13	B
Especialización en Psicología Clínica, Institucional y Comunitaria	Universidad Nacional de Rosario	1181/13	C
Especialización en Clínica Psicoanalítica con Niños y Adolescentes	Universidad Nacional de La Plata	1174/13	C
Especialización en Evaluación y Diagnóstico Psicológico	Universidad Nacional de La Plata	602/13	C
Especialización en Psicología Educativa con orientación en procesos de aprendizaje del lenguaje escrito y sus trastornos	Universidad Nacional de La Plata	1185/13	C
Especialización en Clínica Psicoanalítica con Adultos	Universidad Nacional de La Plata	1173/13	C
Especialización en Evaluación y Diagnostico Psicológico	Universidad del Salvador	486/08	C
Especialización en orientación educativa y ocupacional	Universidad Nacional de La Plata	603/13	C
Especialización en Psicología Clínica con Orientación Psicoanalítica	Universidad de Buenos Aires	454/13	C
Especialización en Psicología Clínica	Universidad Argentina John F. Kennedy	420/07	C
Especialización en Psicología en Educación	Universidad Nacional de Rosario	141/07	C
Especialización en Violencia Familiar	Universidad de Buenos Aires	502/07	C
Especialización en Política y Gestión de la Salud Mental	Universidad de Buenos Aires	408/04	Cn
Especialización en Psicología Clínica de Niños y Adolescentes (Orientación Psicoanalítica)	Universidad Nacional de Tucumán	496/13	Cn
Especialización en Evaluación Psicológica	Universidad de Buenos Aires	498/13	No sol
Especialización en Fundamentos de Psicoanálisis	Universidad Cuenca del Plata	451/13	No sol
Especialización en Psicoanálisis	Instituto Universitario de Salud Mental de la Asociación Psicoanalítica de Bs. As.	456/13	No sol
Especialización en Psicoanálisis con Adolescentes	Universidad de Ciencias Empresariales y Sociales	457/13	No sol
Especialización en Psicoanálisis con Niños	Universidad de Ciencias Empresariales y Sociales	422/07	No sol
Especialización en Psicoanálisis con orientación clínica en Adultos	Universidad Nacional de La Matanza	42/14	No sol
Especialización en Psicogerontología	Universidad Maimónides	434/14	No sol
Especialización en Psicología Clínica Asistencial Infantil	Universidad Católica de Cuyo	887/05	No sol
Especialización en Psicología Clínica de Niños y Adolescentes	Instituto Universitario de Salud Mental de la Asociación Psicoanalítica de Bs. As.	455/13	No sol
Especialización en Psicología Forense	Universidad de Ciencias Empresariales y Sociales	423/07	No sol
Especialización en Psicooncología	Universidad de Ciencias Empresariales y Sociales	203/14	No sol
Especialización en Psicopatología y Salud Mental	Instituto Universitario de Salud Mental de la Asociación Psicoanalítica de Bs. As.	840/13	No sol
Especialización en Psicoterapia Familiar con Orientación Cognitiva	Universidad Maimónides	504/07	No sol
Especialización en Psicoterapia Individual y Grupal	Universidad Maimónides	505/07	No sol
Especialización en Abordaje de Patologías Psicosomáticas	Universidad CAECE	002/03	Proy



All of this reflects the development of Argentine psychology, strongly biased towards professional practice, especially in the field of clinical or psychotherapy. 16 postgraduate courses are oriented towards clinical or psychotherapy (18.6%) and a total of 20 are explicitly about psychoanalysis (23%), even though psychoanalysis crosses other postgraduate courses as well. If we add to these programs postgraduate courses focused on psychodiagnosis and evaluation, which in Argentina have also been clinically oriented, it is noted that around half of the postgraduate programs focus on clinical teaching.

This cannot be surprising; Already in one of the first studies on the psychologist profession in Argentina, it was concluded that 77% of psychologists in the city of Buenos Aires worked in the clinical area (Litvinoff & Gomel, 1973). Contemporary estimates indicate that approximately between 40 and 90% are dedicated to the clinic (Alonso & Klinar, 2014), while less than 1% do so in the community area.

In the last fifteen or twenty years, the integrative cognitive counseling clinic has generated growing interest among both psychology professionals and students. However, in 2005 one of the two Argentine psychoanalytic institutions affiliated to the International Psychoanalytical Association, the Buenos Aires Psychoanalytic Association, achieved recognition by the Argentine authorities for its University Institute of Mental Health of the Buenos Aires Psychoanalytic Association. That is, Argentine psychology today, even though it has experienced greater theoretical diversity and has attempted to more broadly cover new areas of professional practice, is still strongly biased by psychoanalytic institutions and perspectives.

Psychology organizations have also evidenced this bias, even though since the democratic recovery the emergence of new societies and institutions critical of the solely professionalist and clinicalist tradition has been verified (Table 12) .

TABLA 12
Principales Organizaciones de la Psicología en Argentina

Comienzo	Cierre	Institución
Sociedades científicas en el campo de la psicología		
1908	1914	Sociedad de Psicología
1930	-	Sociedad de Psicología de Buenos Aires (desde 1956: Sociedad Argentina de Psicología) *
1942	-	Asociación Psicoanalítica Argentina
1987	-	Asociación Argentina de Ciencias del Comportamiento (AACC). Desde 1994, Miembro Nacional por Argentina en IUPsyS
1988	-	Asociación Argentina de Estudio e Investigación en Psicodiagnóstico (ADEIP)
2005	-	Asociación para el Avance de la Ciencia Psicológica (AACP)
Primeras instituciones integradas por egresados/as en carreras de Psicología		
7 Sept 1962	1985	Asociación de Psicólogos de Rosario **
Nov 1962	-	Asociación de Psicólogos de Buenos Aires (APBA)
June 1963	1986	Asociación de Psicólogos de La Plata ***
1971	1975	Confederación de Psicólogos de la República Argentina (COPRA)
1977	-	Federación de Psicólogos de la República Argentina (FePRA)
Instituciones Académicas		
1991	-	Asociación de Unidades Académicas de Psicología de Argentina y Uruguay (AUAPsi) ****
2003	-	Unidad de Vinculación Académica de Psicología de Universidades de Gestión Privada (UVAPsi) *****

* Aun cuando existen escasos registros de su actividad con posterioridad a 1973, ha existido hasta la actualidad.

** Desde 1985 pasó a ser el Colegio de Psicólogos de Santa Fé, con dos circunscripciones.

*** Desde 1986 se subsumió en el Colegio de Psicólogos de la Provincia de Buenos Aires, Distrito XI.

**** Nuclea a las carreras de psicología de universidades de gestión pública.

***** Nuclea a las carreras de psicología de universidades de gestión privada. Inicialmente se denominó Asociación de Unidades Académicas de Psicología de Universidades Privadas (AUAPri).

Fuente: elaboración propia

Especially the Argentine Association of Behavioral Sciences (AACC) and the Association for the Advancement of Psychological Science (AACP) constitute organizations that are strongly critical of the tradition inherited in Argentine professional psychology. The AACC, important because it is the national representative in IUPsyS, especially represents CONICET researchers and scholarship holders. The AACP, for its part, also brings together CONICET researchers and especially young scholarship recipients, doctoral students and master's students of the new generations. It is characterized by being an



institution with branches in different areas of the country and by being an expression of the youngest, most dynamic sectors that question traditional professional psychology. In that direction,

In short, Argentine psychology is at a crossroads with only two paths. Through one of them, we once again go through the narrowness that characterized a psychology closed in on itself and authorized only in the reading of the classics, as corresponds to the humanities. On the other hand, without disdaining the teaching that classic authors can continue to provide, an attempt is made to build a wide avenue of the social and natural sciences, with advances, setbacks and even contradictions, but always guided by the need to combine rigorous empirical research in psychology with its social relevance in the public sphere. On that path,

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