

# LEARNING TO DO RESEARCH, LEARNING TO CARE: A GUIDE FOR STUDENTS AND HEALTH PROFESSIONALS

Bayés, R.

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**M**any errors in diagnoses, assessments or interventions lead to adverse consequences in persons who, on the contrary, should have benefited from them. To avoid such errors it is important to know the procedure to follow to generate the scientific evidence that will guide medical, psychological, social and other interventions. The latest book by Dr. Ramón Bayés, teacher and researcher who for decades has been dedicated to the field of health psychology, seeks to offer students, health professionals and the general public the theoretical and applied information that makes for competency and enables conceptual, procedural, and especially attitudinal skills to be developed in research methodology as the road to acquiring scientific knowledge at the service of society. Every chapter in the book contains stimulating ideas for reflection on science and its goals.

*Aprender a investigar, aprender a cuidar* is divided into two large sections. The first, entitled Learning to do Research, deals with the logic, goals and instruments necessary to enable research to generate evidence useful for diagnosis and treatment. This first part makes it possible to configure science as rational, systematized and provable, true and probable target knowledge resulting from a study done using a valid method. This method, called the scientific method, consists of a finite set of ordered, regulatory norms or rules, which appropriately observed, regulate the process of any research that deserves to be qualified as scientific.

From reading the book, it may be concluded that the main rules of the scientific method are: 1) formulate a precise problem, 2) propose probable answers to the problem which are well defined and founded in some way, not mere assumptions or ideas without a visible

basis, 3) subject these hypotheses to proving, 4) a satisfactorily confirmed hypothesis is not declared true, but rather is considered in the best case, as partially true where the degree of probability of a hypothesis is based on the solidity of its arguments, the rigor and continuity of its construction, not being in contradiction with facts and its fecundity or explanatory potential, and finally, 5) asking why the answer is what it is, and not something else.

A comment on the side concerning hypotheses, formulation and testing of which are a vital part of scientific research, as pointed out in the book. Hypotheses are conjectures or speculations which the researcher presents as the answer to the problem under study. In this context, the hypothesis serves as a guide to scientific research which must be subjected to testing or empirical proof to determine whether they are supported or refuted by the observations of the researcher. Another important point is the goals which are the motives or purposes that orient the research, and arise in answer to the question, what is the study proposed looking for and why?

The first part of the book thus shows that scientific research is the most important tool for advancing in knowledge, promoting progress and enabling man to relate more effectively to his environment, achieving his purposes and solving his conflicts.

As science is at the service of man, the second part, Learning to Care, concentrates on the usefulness of scientific research, that is, in the words of the author, the most important thing in performing research. Here Bayés explains, in clear language, as only he can do, the importance of the results of science for finding a solution to concrete problems for people's relief and pursuit of happiness. Nothing read in the first part of the book would be worthwhile if the final goal of research, mankind, is not ever-present. Bayés places emphasis on the relationship between the use of the narration of

experience and operating and quantitative methods to understand people and their context better. The last chapter of the book is colored by some questions asked freely by Tomás Blasco, Professor in the Department of Basic Psychology at the Autonomous University of Barcelona, as a reader, which Bayés tries to answer as if he were talking with the audience after a lecture. This offers the reader more of a feeling of interaction with the author.

Our brief comment only undertakes some of points in the book, diverse due the nature of their content, but unified by their commitment to science. Bayés' book is not an academic manual of how to do research, but rather a guide based on the author's own experience. What Bayés communicates is certainly nothing new at the present time, and much has been written about it in various countries. However, this does not belittle the intrinsic value of the book, since it was the author himself who in the course of his long scientific career has contributed to consolidating socially significant research concepts and methodologies.

Today we have the experience of Ramón Bayés collected in a book that will serve students of psychology and education, psychologists, educators and any social scientist interested in knowing the theoretical basis and humanitarian goals of scientific research. The book is well written and clear, and in a style corresponding to scientific material.

The book does not span all the problems of scientific research, nor does it intend to exhaustively explain all the questions dealt with in it, but clarifies only a part of the diversity of forms behavior research takes. No book is ever completely finished. Ramón Bayés, as a demanding and unsatisfied scientist, is surely thinking about new projects related to the subject of the book. Bayés must be happy about this important scientific-educational achievement. *Aprender a Investigar. Aprender a Cuidar*, has arrived at the right time to increase literature on the subject. It is very welcome!

## Normas para la publicidad en las publicaciones del Consejo General de la Psicología de España

La Junta de Gobierno del COP ha tomado la decisión de acomodar, de forma más efectiva, el contenido de la publicidad que se inserta en sus publicaciones con los principios que respalda públicamente en torno a la defensa de la Psicología como ciencia y profesión.

La publicidad que se inserte en los medios de comunicación del COP se atenderá, en todos los casos, a los principios éticos, de decoro y de defensa de la Psicología como ciencia y profesión que son exigibles a una organización como el COP.

En este sentido, y desde hace ya bastante tiempo, la Organización Colegial ha venido manteniendo, en diversos foros tanto oficiales como profesionales, que la formación post-graduada, referida explícitamente a algún ámbito de la Psicología, debería estar encaminada únicamente a psicólogos. Así mismo, el COP, en su calidad de miembro de la EFPA (Federación Europea de Asociaciones de Psicólogos), está comprometido con el desarrollo del Certificado de Acreditación para Psicólogos Especialistas en Psicoterapia, y los principios que lo sustentan, siendo uno de los más relevantes, la consideración de que la formación especializada en Psicoterapia debe estar ligada a una formación básica en Psicología, y articulada en torno a unos criterios exigentes de calidad.

En consecuencia, y con el ánimo de dar un mensaje claro y coherente a nuestros colegiados y a la sociedad en general, la publicidad de post-graduada que se inserte en las publicaciones del COP deberá guardar las siguientes normas:

**1** Cuando se inserte publicidad en alguna de las publicaciones del Consejo General de la Psicología de España (Infocop, Infocop Online, Papeles del Psicólogo, Psychology in Spain, Boletines de distribución por correo electrónico) que haga referencia expresa o implícita a formación postgrado en algún campo de la Psicología, dicha formación deberá estar dirigida únicamente a psicólogos, y el texto del anuncio deberá decir expresamente que dicha formación está dirigida únicamente a psicólogos.

**2** Cuando se inserte publicidad en alguna de sus publicaciones (Infocop, Infocop Online, Papeles del Psicólogo, Psychology in Spain, Boletines de distribución por correo electrónico) que haga referencia expresa o implícita a formación en el campo de la Psicoterapia, dicha formación deberá estar dirigida únicamente a médicos y psicólogos, y el texto del anuncio deberá decir expresamente que dicha formación está dirigida únicamente a psicólogos o médicos.

**3** En ningún caso, los anuncios insertados en cualquier publicación colegial podrán incluir referencia alguna a acreditaciones concedidas por sociedades nacionales o internacionales que no hayan suscrito los correspondientes acuerdos de reconocimiento mutuo con la EFPA (Federación Europea de Asociaciones de Psicólogos) o el Consejo General de la Psicología de España. Se excluyen de esta norma las acreditaciones concedidas por organismos oficiales españoles.

Consejo General de la Psicología de España