



FROM THE COLLEGE OF PSYCHOLOGISTS TO THE SPANISH PSYCHOLOGICAL ASSOCIATION. NATIONAL POSITIONING AND INTERNATIONAL PROJECTION

Macarena Tortosa-Pérez¹, Jesús Santolaya Prego de Oliver², Francisco Santolaya³ and Francisco Tortosa⁴

¹Universidad Internacional de Valencia-VIU. ²Universidad Europea de Valencia. ³Consejo General de la Psicología de España.

⁴Universidad de Valencia

La creación del COP tuvo enorme trascendencia para dotar de identidad la psicología española. Esta Corporación destinada a ordenar y representar la profesión no ha dejado de crecer, a pesar de graves problemáticas internas y externas. El artículo ofrece una revisión legislativa y documental, sobre todo desde su revista oficial, Papeles del Psicólogo. Analiza la segunda etapa del COP, la de la profesionalización, la descentralización y la reorganización como Consejo General de Colegios, atendiendo a su papel en la proyección interna e internacional de la disciplina en su conjunto.

Palabras clave: Psicología española, Colegio Oficial de Psicólogos, Historia, Imagen pública.

The creation of the COP (Spanish College of Psychologists) was of enormous significance in establishing the identity of psychology in Spain. The organization, aimed at organizing and representing the profession, has not stopped growing, despite the serious internal and external issues it has had. This article presents a legislative and documentary review, particularly based on its representative publication, Papeles del Psicólogo/Psychologist Papers. We analyze the second stage of the COP, that of professionalization, decentralization, and reorganization as the Spanish Psychological Association, taking into account its role in the internal and international projection of the discipline as a whole.

Key words: Spanish psychology, Colegio Oficial de Psicólogos, History, Public image.

The development of the science and profession of psychology has been greatly influenced by the *historical circumstances* in which its research and application as an instrument of personal change and social intervention were promoted. The Christian religious conception of psychology, which conditioned the research, teaching, and even the technical performance of those who aspired to become and practice as psychologists, is now long gone. The progressive secularization and positivization encouraged experimentally anchored research, which gives meaning to a diversified praxis, and one that is in some cases legally defined. The traditional first force—experimental, physiological, and correlational psychology—ousted the epistemologically weaker second and third forces, psychoanalysis and humanism, from the places of power, both in the university and in the Spanish College of Psychologists-COP. This disciplinary situation has led to the psychological community today having a solid social and professional image, although not without gaps, as well as a great international projection (Tortosa, Santolaya, & Civera, 2015).

This process cannot be understood without considering the role played by the COP. After a first stage marked by survival and consolidation, by the first attempts at defining the profession, in the midst of an internal struggle between scientific-technological and

professional schools, which did not always agree on matters, with a break in internal cohesion caused by the proclamation of the COP Catalonia, involving a confrontation with the university that was not always explicit, a second stage began in 1993 (Padilla, 2008; Tortosa et al., 2021). During this stage, the structure of the COP was transformed, profiles defined, and an internal reorganization and external expansion began, leading to the Spanish Psychological Association, which was to play a decisive role in Spanish psychology.

The historiography of psychology has not paid too much attention to national psychological organizations, as professional associations, except in a few cases (López-López et al., 2021). The present article, based on a responsible internalist presentism, which is supported by an analysis of primary sources and astute methodological rigor (Vera, 2008), studies the role of the collegiate organization in the definition, consolidation, and international projection of Spanish psychology, while analyzing the main changes in the organizational structure of this Public Law Corporation, which brings together and represents the psychological community.

THE 1990S. FINALLY, THE STATUTES!

In its first years, the COP had its main center of power in Madrid. The fourth call for elections to the State Governing Board was won by a candidacy that was not linked to the Madrid Delegation or to the Governing Board, which was finishing its term of office (Hernández, 1993). The new Governing Board, linked to the territorial representative structure of the COP, began a new, decentralized stage, in which, based on a reorganized structure, there was a strong

Received: 10 May 2021 - Accepted: 16 June 2021

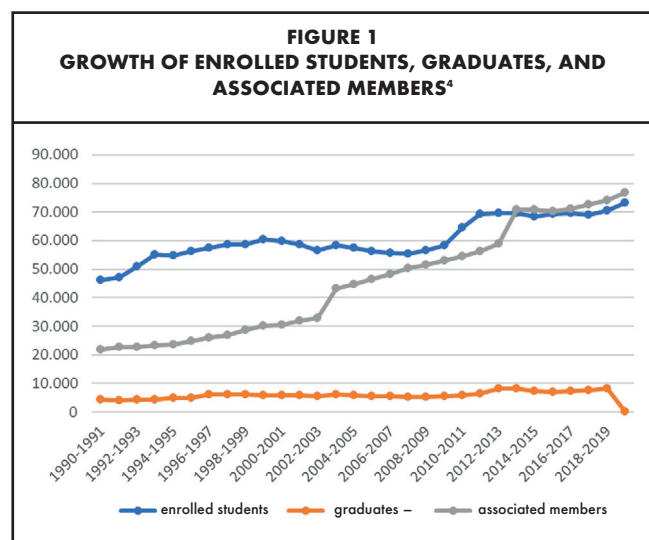
Correspondence: Macarena Tortosa. *Universidad Internacional de Valencia - VIU*. Email: macarena.tortosap@campusviu.es.

Orcid: <https://orcid.org/0000-0002-7900-4877>.



idea to improve collaboration between the board and the delegations, in order to achieve the participation of a greater number of members in the dynamics of the association (Junta de Gobierno [Governing Board], 1993)¹.

Within the framework of a field of psychology that was growing ceaselessly² (Figure 1), the new dean (Santolaya, 1993) proposed several lines of action, together with the perennial objective of achieving the approval of the Statutes, a matter that had been pending for a decade. He aimed to modernize and federalize the



collegiate structure in order to create a Spanish Psychological Association to coordinate and defend the profession at a national level by converting the delegations into autonomous associations (Vera, 1994). He proposed to increase the provision of services, thus improving the basic conditions of all members. His aim was to consolidate the professional role, for which the professional sections would have to define the profiles (of training and performance). Finally, he aimed to strengthen the internationalization aimed at both European and Latin American countries.

The international projection of the COP was parallel to the efforts that were made within the organization. Its presence was strengthened in the public administration, in the media, in the Conference of Deans, in the universities, in the legislative processes that concern the profession, and wherever the voice of psychology was required. Meanwhile, internationalization was expanding and being consolidated. The COP established a policy of growing its presence in international forums, and it promoted the creation and development of international organizations and societies interested in psychology and its practitioners, in accordance with the size of their membership and the development of psychology itself (Fernandez, 1995)³.

This internationalization policy was reinforced by publishing, in English and electronic format, a "journal of journals", *Psychology in Spain* (1997-2011), which offered an annual selection by independent judges of the best articles published in the COP journals, according to criteria of excellence and interest⁵. This effort was completed with PSICODOC, a database with a multilingual interface, which also began in 1997 (Gallardo, 2019)⁶. It was part of an ambitious communication program initiated by the State Secretariat,

¹ The relationship between the university and the College continued to be more formal than substantive (Blas, 1996). In the remodeling of the curricula that took place between 1987 and 1994, the representative of the COP participated "in the commission in charge of creating the project, of course with a voice (...) but without a vote, [there was an] almost complete exclusion from the process of public and private entities, associations, or companies [in addition to] the absence of previous studies that would allow us to understand (...) the foreseeable professional evolution." (Chacón, 1995).

² Everything grew. The number of articles, books, theses, congresses, journals, study/work abroad, outstanding participation in events, professional profiles, university professors, students enrolled, graduates, and association members, etc. A plethora of reality was defined, but it was still fragmented and socially blurred, with a lack of professional and social recognition (Civera, Santolaya, & Tortosa, 2008).

³ Above all, the EFPPA-European Federation of Professional Psychologists' Associations, in whose organizational structure it plays a relevant role, and which defines a common transnational space in which to promote cooperation, and scientific and professional exchange, as well as the articulation of policies for the definition and defense of the profession. At another level, it participates in the *International Test Commission*, and is present in the European Association of Work and Organizational Psychology-EAWOP, the International Union of Psychological Science-IUPsYs, and the International Association of Applied Psychology-IAAP. A matter still pending is to improve relations with the SIP-Sociedad Iberoamericana de Psicología and the Ibero-American national psychologies.

⁴ Data on students enrolled and graduates are from the *Sistema Integrado de Información Universitaria* [Integrated University Information System] (SIIU). General Secretariat of Universities. End of form

The data on students enrolled in the 2019-2020 academic year are provisional and do not include graduate students [accessed Thursday 21/01/2021, 10h], the data on enrollment come from the administrative services of the Spanish Psychological Association (CGPE, acronym in Spanish).

⁵ The aim was to "overcome linguistic barriers, seeking the best dissemination of the information and the best communication within the psychological community worldwide. It is (...) a window to reveal what is, professionally, academically, and scientifically, one of the most advanced psychologies of the European continent". (Fernandez, 1997)

⁶ In 2002, two monographs were published on "Lines of research in Spanish psychology" (Líneas de Investigación en la psicología española) (Various, 2002a, 2002b). Articles are published simultaneously in three of the most widely used languages: Spanish (*Papeles del Psicólogo*), English (*The Spanish Journal of Psychology*), and French (*Bulletin de Psychologie*). The aim is to disseminate the research in order to achieve greater international impact (Fernández, 2002).



similar to that practiced by the American Psychological Association (VandenBos, 2018).

Congresses (national and international), guides, documents of various types, and above all journals, numerous journals⁷, with a clear professional orientation and, in many cases, sectorized (Tortosa, González, Santolaya, & Aguilar, 2019)⁸. Among the latter, the *official channel of communication*, *Papeles del Psicólogo*, which, from Issue No. 58 (1994) onwards, began its third period, accompanied, from Issue No. 68 (1997) onwards, by the informative supplement *Infocop*, which would facilitate contact with the members. It aims to be a spokesperson for the progress and development of psychology, while serving as a space for technical-professional reflection on current issues of interest to the Spanish psychology community, especially for professionals⁹.

With the aim of satisfying its ultimate purpose, to organize the professional practice and, at the same time, to fight against intrusiveness, the State Board of Governors took the initiative to define and delimit the profiles of the main psychological specialties. The aim was also to establish guidelines to orient the group with respect to their functions, procedures, and intervention techniques according to the area in which their activity is carried out, as well as to provide guidance on training content. The result of this project was a monographic issue on *Perfiles del Psicólogo* [Profiles of the Psychologist] (Varios [Various], 1995), and the influential book *Perfiles Profesionales del Psicólogo* [Professional Profiles of the Psychologist] (COP, 1998), which included the eight defined and broad working groups that participated in the project. In addition, on 1/6/1996, the General Meeting ratified the creation of Professional Divisions¹⁰, which helped to operationalize the structure of the COP. These were necessary steps to define work and socially specialized fields of intervention, as well as to guide the group towards appropriate post-graduate training and, in the future, to earn recognition or accreditation by the COP, as experts or specialists in a given professional area (Santolaya, 1996).

The professional collective showed differences with respect to the one characterized by Hernández (1984) a decade earlier. It was still young,

but less so, 30% were under 30 years of age, and 15.4% were over 40, and the majority were women (64%). Unemployment had halved to 10.5%, below that of the general population. They were mostly self-employed, although still slightly more than a quarter of members worked, practiced psychology part-time, or were engaged in activities outside of the profession (Quintanilla & Díaz, 1994).

There were new elections, in 1996, which gave way to a Governing Board made up of all the presidents of the COP Delegations. One more step towards the achievement of a Spanish Psychological Association, an organizational solution that was a *perennial* aim of the College. It had among its objectives to deepen the communication policies, to increase and qualify and positivize the social and political perception, regarding the role and knowledge of the group, as well as its usefulness for the productive material. All this, without forgetting the promotion of communicative actions of a scientific-professional nature (conferences, meetings and congresses, journals representative of the profiles, participation in forums and decision-making structures), the defense and promotion of the profession, the development of the structure of the association, the expansion and improvement of services to association members, and the international projection and relations (Berdullas, 1996).

On the occasion of the II Ibero-American Congress of Psychology, the I Convention of the COP was held. It brought together all the members of the Governing Boards of the Delegations and those of the Governing Board; an analysis was made of the future lines of political development of the COP, discussing important aspects such as training needs, accreditation and continuing education, the updating of the organizational structure, integration and the future in Europe and Latin America¹¹, ethical and deontological aspects of the profession, and the level of employment (Santolaya, 2001).

In this decade of professionalization (Santolaya, Berdullas, & Fernández, 2001), a key historical milestone was the recognition of clinical psychology as a health specialty, with the regulation of the official title of Specialist Psychologist in Clinical Psychology (RD 2490/1998)¹², an aspect for which the COP had been fighting for a

⁷ One out of every five Spanish journals circulating in national and international databases comes from professional associations, especially the COP (Osca et al., 2005).

⁸ There was a high increase in spending on journals (Pastor, 1989; Egurtza, 1999), which led the COP to become the most important publisher of psychology journals in Ibero-America.

⁹ Juan Carlos Duro was ratified as Director, but changes in editorial policy were announced. The format was modified, and new sections were included, state of the art, orienting the Editorials towards monographic topics of vital importance for the collective, as well as towards the activities and events aimed at professional development, carried out by the COP. In addition, an Editorial Board was established, made up of psychologists from different parts of Spain, as well as a list of collaborators (Santolaya, 1994). Ten years later, in 2005, a fourth stage began.

¹⁰ The Framework Regulations of the Professional Divisions were approved by the General Meeting on 21/6/1997, and subsequently underwent several modifications.

¹¹ The projection towards Ibero-America was crystallizing. The COP, together with the SIP, had organized the I and II Iberoamerican Congress of Psychology (Madrid 1992, 1998). These congresses, in addition to fulfilling their own objectives, made explicit the need to establish a permanent structure that would bring together the Psychology Associations of Ibero-America, a project that would materialize in the creation of the Ibero-American Federation of Psychology Associations-FIAP (López, et al., 2021).

¹² On 24/11/1999 the National Commission of the Specialty of Clinical Psychology was constituted, which was to act as an advisory body to the Ministries of Education and Culture and Health and Consumer Affairs (art. 3). Article 4 established its composition. Order PRE/1107/2002 would regulate the transitory routes of access to the qualification of Specialist Psychologist in Clinical Psychology for professionals who, prior to its entry into force, had practiced as clinicians. In 2005, RD 654 was published, modifying the transitory provisions of RD 2490/1998, and opening a new period to apply for this degree. Finally, by Resolution of 26/08/2010, the process of homologation of the specialty was closed.



long time¹³. The implementation of the Internal Psychologist Resident Training System (PIR) saw in 1993 a first call for 52 places at state level, after some precedents in autonomous communities¹⁴. Like all training via residency, these resident interns are part of what is known as Specialized Health Training.

The promulgation of the RD of the Specialty seemed to end a long process of struggle, defining clinical psychology, homologating it in terms of training and social recognition with any other health specialty. Concurrently, it served to protect the techniques, procedures, and instruments particular to this health specialty. Obtaining the specialty was a mandatory requirement to apply for positions in public institutions, although not in other modalities of professional intervention, but it was not necessary for the practice of the profession in the private sphere. It raised a strong opposition in some groups within the field of psychiatry, and even in psychology, which ended up in court, but with favorable sentences for the association¹⁵.

The decade closed with another historic milestone. Twenty years after the approval of provisional Statutes, in 1999 the General Statutes of the Official College of Psychologists of Spain were finally approved, resolving the endemic situation of provisionality in its institutional configuration. This coincided in time with the rethinking of the situation of the university in Europe, as announced in the Sorbonne Declaration (26/5/1998) and the Bologna Declaration (19/6/1999), which called for, among other things, "the need to create a European area of higher education as a privileged means of promoting mobility and employability", key aspects from a professional point of view¹⁶. Spanish psychology was once again projecting itself into the future, now less uncertain due to its level of disciplinary implantation and social penetration. In any case, it still needed to consolidate training and legal recognition to enable psychologists to work in different scenarios, including healthcare.

THE 2000S. THE SPANISH PSYCHOLOGICAL ASSOCIATION IS BORN

The first decade of the new millennium was filled with changes and adaptive efforts. A first challenge was the decentralizing transformation of the association (Table 1). The Governing Board, in

accordance with the provisions of Article 21 of its Statutes, adopted the decision to segregate its territorial Delegations, which became autonomous Colleges (Royal Decree 1902/2000). The process culminated with Law 7/2005, which created the *Consejo General de Colegios Oficiales de Psicólogos* [General Council of the Spanish Psychological Association]¹⁷. The changes took place in a context of constant growth of psychology, in which the collegiate association was fully involved.

The group represented was still urban and young, but less and less so; 23% of members were under 30 years old, but 30% were over 40, and the collective was increasingly feminized (73%). Unemployment had fallen to 10%, a percentage below that of the general population. Members were mainly self-employed (73%) and there were still many that were engaged in activities not specific to the profession.

There was a wide variety of public centers in which professional activity was carried out. Members were mainly dedicated to clinical work, followed by the areas of education, work and organizations, social and community, road safety, legal, and sports. In all their profiles, the majority orientation was that defined by behavioral orientation models (behavior modification), hybridized, in many cases, with the dominant perspective in university environments (cognitivism), defining the dominant cognitive-behavioral perspective. They were followed in importance by eclectic models and those inspired by psychoanalysis, minority or very minority models of systemic orientation, and those of humanist inspiration those inspired by transactional analysis, Gestalt therapy, and phenomenological and existential approaches (Santolaya, Berdullas, & Fernández, 2002).

Consistent with the tremendous growth that psychology was undergoing, the association, equipped itself with significant infrastructure both in the acquisition of premises, and in material and human resources, computers, as well as administrative and accounting resources in order to adequately develop the purposes of the Corporation and improve its links and services to the association members, which grew in number by almost 1,300 members annually on average in the 20 years that elapsed. This growth would not have been possible without good treasury management, which went from

¹³ Ten years had passed since the approval, in September 1988, by the Governing Board of the COP of the Base Document for the postgraduate training of psychologists specializing in Clinical Psychology through a PIR system, created by a group of experts, which expressed the position of the COP, the first of several consensus documents (Duro, 2004b; Fernández, 2003; Olabarría, 2018; Varios, 1990).

¹⁴ "Before 1998 there were non-officially regulated "training programs" in various Autonomous Communities that used the "resident intern" model (Fernández, 2003; Varios, 1993). "At the conclusion of these programs a diploma was obtained without official validity." (Fernández, Santolaya, & Santolaya, 2017, 97). Now Article 1.3. Of RD 2490, established that, "The training system for obtaining the qualification of Specialist Psychologist in Clinical Psychology shall be that of residence in health centers and teaching units accredited for training in the specialty."

¹⁵ Rulings of the Supreme Court on contentious administrative appeals 43/1999, 48/1999, 49/1999, and 154/1999.

¹⁶ The University got to work on the former, the College on the latter. They even collaborated: The *Delphi* study carried out within the framework of the ALFA program for the harmonization of psychology curricula in Latin American universities (Blanco 2001), and the *EuroPsi* project sponsored by the EFPA (Peiró, 2003).

¹⁷ The first Transitory Provision obliged the immediate constitution of a Management Commission composed of a representative of each of the Colleges, which was to draw up provisional Statutes. These were published months later (Order ECI/2461/2006). The creation of the Council made it possible to reincorporate the College of Psychologists of Catalonia, and a new stage began in which the aim was to reconcile the specific aspects of each College with a general policy for the whole State.



revenues of 16 million in 1980 to 1,320 million in 2000 (Santolaya, 2001).

The communication and internationalization program continued (training and professional updating courses¹⁸, periodical and non-periodical publications, conferences, and congresses) aimed at

promoting the technical and scientific development of the profession, positioning, delimiting, and projecting the profession, giving voice to the concerns of the group, favoring its mobility in the new European space¹⁹, and fostering meeting spaces among professionals, and between professionals and academics.

TABLE 1
TRANSFORMATION OF THE COP DELEGATIONS INTO ASSOCIATIONS

Original Name	Constitution of the Delegations as Associations
Col·legi Oficial de Psicòlegs de Catalunya [Psychological Association of Catalonia]	Order 26/06/1985 for the creation of the Col·legi Oficial de Psicòlegs de Catalunya [Psychological Association of Catalonia]
Colegio Oficial de Psicólogos de Galicia [Psychological Association of Galicia]	Decree 120/2000, of 19 May, by which the Colegio Oficial de Psicólogos de Galicia [Psychological Association of Galicia] is constituted.
Colegio Oficial de Psicólogos de Madrid [Psychological Association of Madrid]	Decree 1/2001, of 11 January, by which the Colegio Oficial de Psicólogos de Madrid [Psychological Association of Madrid] is constituted.
Colegio Oficial de Psicólogos de la Región de Murcia [Psychological Association of the Región of Murcia]	Decree 3/2001, of 19 January, by which the Constitution of the Colegio Oficial de Psicólogos de la Región de Murcia [Psychological Association of the Región of Murcia] is constituted.
Colegio Oficial de Psicólogos de Ceuta [Psychological Association of Ceuta]	Royal Decree 82/2001, of 26 January, by which the Colegio Oficial de Psicólogos de Ceuta [Psychological Association of Ceuta] is created.
Colegio Oficial de Psicólogos de Navarra [Psychological Association of Navarra]	Regional Decree 30/2001, of 19 February, by which the Colegio Oficial de Psicólogos de Navarra [Psychological Association of Navarra] is constituted.
Colegio Oficial de Psicólogos de Castilla – La Mancha [Psychological Association of Castilla – La Mancha]	Decree 130/2001, of 2 May, by which the Colegio Oficial de Psicólogos de Castilla – La Mancha [Psychological Association of Castilla – La Mancha] is created.
Colegio Oficial de Psicólogos de Andalucía Occidental [Psychological Association of Western Andalusia]	Decree 164/2001, of 3 July, for the creation of the Colegio Oficial de Psicólogos de Andalucía Occidental [Psychological Association of Western Andalusia] and the Colegio Oficial de Psicólogos de Andalucía Oriental [Psychological Association of Eastern Andalusia].
Colegio Oficial de Psicólogos de Andalucía Oriental [Psychological Association of Eastern Andalusia]	Decree 164/2001, of 3 July, for the creation of the Colegio Oficial de Psicólogos de Andalucía Occidental [Psychological Association of Western Andalusia] and the Colegio Oficial de Psicólogos de Andalucía Oriental [Psychological Association of Eastern Andalusia].
Colegio Oficial de Psicólogos del Principado de Asturias [Psychological Association of Asturias]	Decree 66/2001, of 12 July, del Consejo de Gobierno [of the Government Council], for the creation of the Colegio Oficial de Psicólogos del Principado de Asturias [Psychological Association of Asturias] is constituted.
Colegio Oficial de Psicólogos de Álava [Psychological Association of Álava]	Created by Decree 247/2001, of 23 October, by which the Colegios Oficiales de Psicólogos de Alava, Bizkaia y Gipuzkoa [Psychological Associations of Alava, Bizkaia, and Gipuzkoa] are constituted.
Colegio Oficial de Psicólogos de Bizkaia [Psychological Association of Bizkaia]	Created by Decree 247/2001, of 23 October, by which the Colegios Oficiales de Psicólogos de Alava, Bizkaia y Gipuzkoa [Psychological Associations of Alava, Bizkaia, and Gipuzkoa]

¹⁸ In 2008, the Distance Continuing Education Program (FOCAD) began. Its aim was to promote the scientific-professional updating of the members in different fields of intervention. The program consists of the study and subsequent evaluation, by means of a self-completed questionnaire system, of educational materials prepared by prestigious professionals (Anónimo [Anonymous], 2008). There are currently three modalities: On-going edition, second editions, courses for members of professional Divisions (Consejo General de la Psicología de España, 2021).

¹⁹ In 2001, with the COP playing a leading role, the EFPA adopted the EuroPsy Project, with the aim of establishing a quality benchmark for education and practice in psychology, and facilitating the mobility of psychologists in the European environment, its implementation beginning to be studied. On May 19, 2008, the deadline to apply for the *European Certificate in Psychology EuroPsy* opened in Spain. Those who hold the *Certificate* will be registered in the Register of European Psychologists (Infocop Editorial Office, 2008). On April 15, 2015, a new unified website for all EuroPsy certificates was launched (<http://www.EuroPsy.cop.es/>).



The program combined dissemination, positioning, and internationalization. The Council and the Colleges continued their active publishing policy. They started the millennium with 19 journals, published or co-published, sponsored or co-sponsored, as well as a series of monographs that were free of charge for members. The model of Evaluation Agencies established in that decade, was left out of the system, without profitability for university faculty, increasingly common in the pages of association journals, in about 90% of the journals (Ruíz, Martín, & Delgado, 2015). To cope with the growing demand for qualified space, and in the absence of journals with international impact factor, universities and scientific societies also maintained or started journals, but the lack of professionalization and the endemic lack of resources did not allow many of them to enter the Web of Science (Tortosa, Osca, Alfaro, & López, 2019), something that would begin to change with the notable help of the collegiate association (Tortosa, et al., 2019) (Table 2)²⁰.

Meanwhile, Spanish psychology and society continued to change, albeit in an increasingly globalized environment. One of the main

drivers of the transformation was the collegiate association, which consolidates and expands the professional role of those who practice psychology in a society that was becoming increasingly aware of the need to turn to psychology professionals to improve their living conditions and competitiveness. Nevertheless, there continued to be a context of lack of definition and struggle for professional spaces. It is true that psychological intervention was required in a growing and diverse number of sectors of activity, such as education—despite the failure to prevent the registration of the qualification of psychopedagogy—mental health, human resources departments, legal and forensic areas, personal and community care services, both in the private sphere and in administrations and institutions, etc. It is also true, however, that the legislative successes were few and far between.

Internally, in order to tackle the situation, the State Coordinators of professional fields such as Clinical and Health Psychology, Traffic and Safety, Work and Organizations, Legal, Drug Addictions, Social Services, Education, Sports, and the Intrusion and Training

TABLE 2
CHRONOLOGICAL DISTRIBUTION BY QUARTILE IN JCR (WOS) AND SJR (SCOPUS) OF THE JOURNALS COMMON TO BOTH INDEXES, PUBLISHED, CO-PUBLISHED, SPONSORED, OR CO-SPONSORED BY THE PROFESSIONAL ASSOCIATION

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1													Q4	Q2	Q3	Q3	Q3	Q3	Q4	Q3	Q4	Q3	Q3
2																						Q4	Q4
3																					Q4	Q4	Q4
4																Q3	Q3	Q2	Q3	Q2	Q1	Q1	Q1
5																					Q3	Q3	Q3
6																						Q2	Q4
7	Q4	Q4	Q3	Q3	Q4	Q2	Q3	Q3	Q2	Q2	Q2	Q2	Q3	Q3	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q1
8																					Q2	Q1	Q1
9											Q3	Q3	Q3	Q3	Q3	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4
1													Q4	Q3	Q3	Q3	Q3	Q3	Q3	Q2	Q3	Q3	Q2
2																	Q4	Q4	Q4	Q4	Q3	Q4	Q3
3																	Q3	Q3	Q4	Q4	Q3	Q4	Q4
4														Q4	Q3	Q2	Q3	Q3	Q3	Q2	Q2	Q1	Q1
5																Q4	Q4	Q4	Q4	Q3	Q3	Q2	Q3
6																	Q4	Q4	Q4	Q4	Q3	Q3	Q2
7			Q3	Q3	Q3	Q3	Q3	Q3	Q3	Q3	Q3	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q2	Q1
8																Q3	Q3	Q3	Q3	Q3	Q3	Q2	Q1
9			Q4	Q4	Q4	Q4	Q4	Q3	Q3	Q4	Q3	Q3	Q2	Q3	Q2	Q2	Q2	Q3	Q3	Q3	Q3	Q3	Q3

1. Anales de Psicología. 2. Anuario de Psicología Jurídica. 3. Clínica y Salud. 4. European Journal of Psychology Applied to Legal Context. 5. Journal of Work & Organizational Psychology. 6. Psicología Educativa. 7. Psicothema. 8. Psychosocial Intervention. 9. Spanish Journal of Psychology

²⁰ On the negative side, it stands out that the *Revista de Psicología General y Aplicada* [Journal of General and Applied Psychology] (2010, volume 64) and *Psychology in Spain* (2011, volume 15) would cease to be published.



Commissions functioned regularly. In addition, there were various Working Groups that analyzed, debated, and promoted specific topics of interest and other emerging issues on a more ad hoc basis²¹. The Deontological Commissions, in turn, carried out an arbitration function between members and clients, being guarantors of correct professional practice.

At the end of the decade, the divisions started up²², many with journals as channels of communication. The divisions with the most members today are those related to clinical and health psychology, which account for almost 60% of the registered members (Table 3). In little more than 10 years, the number has grown from 2 to 11, and from less than 2,000 to more than 13,000 members. However, only just over 17% of the association members are part of the divisions, which indicates that important educational work is needed on the part of the Council and the associations to increase this membership.

In 2003, Law 44/2003 on the Regulation of Health Professions (LOPS in Spanish) was enacted. The Law defined psychology as a

health profession, but only in the case of Psychologists Specializing in Clinical Psychology, leaving out the degree in psychology from the list of professions considered as healthcare, which caused a situation of legal uncertainty for many professionals in active practice, mostly in the private sector, who were attending to patients but lacked the official title of specialist, some of them in the process of homologation.²³ The situation, for a group highly oriented towards clinical practice, was far from being clear.²⁴

The publication in little more than a month of RD 1277/2003 on the Authorization of Health Centers, Services, and Establishments, and of the LOPS, overturned the intended recognition of the health role of psychologists, probably due to corporate pressures from other professional groups (Junta de Gobierno [Board of Governors], 2003; Santolaya, 2004). In an attempt to reverse the situation and, furthermore, to ensure that the degree was included in the Health Sciences Branch, the COP began a series of actions (Duro & Martínez, 2004), which were extended over time, and on which the

TABLE 3
DATE OF CREATION OF THE DIVISIONS AND NUMBER OF MEMBERS*

Division of	Date of approval	Subscribed on 12 December 2020
Psicología del Trabajo, de las Organizaciones y los Recursos Humanos (PTORH) [Psychology of Work, Organizations and Human Resources]	Approved at the General Meeting of 14-15/12/2007	775
Psicología Educativa (PsiE) [Educational Psychology]	Approved by the Governing Board 29-30/06/2007	1,047
Psicología Jurídica (PsiJur) [Legal Psychology]	Approved at the General Meeting of 23/06/2012	1,448
Psicología de la Intervención Social (PISoc) [Psychology of Social Intervention]	Approved by the Governing Board 27-28/04/2012	1,345
Psicología de la Actividad Física y el Deporte (PACFD) [Psychology of Physical Activity and Sport]	Approved by the Governing Board 12/09/2009	480
Psicoterapia (dPsiT) [Psychotherapy]	Approved at the General Meeting of 28/06/2014	2,272
Psicología Académica (SEP) [Academic Psychology]	Approved at the General Meeting of 5/07/2008	273
Psicología Clínica y de la Salud (PCyS) [Clinical and Health Psychology]	Approved by the Governing Board 29-30/06/2007	3,125
Psicología de la Salud (PsiS) [Health Psychology]	Approved at the General Meeting of 17/12/2016	1,044
Psicología del Tráfico y de la Seguridad (PsTyS) [Traffic and Safety Psychology]	Approved at the General Meeting of 16/12/2017	454
División de Neuropsicología [Division of Neuropsychology] [which becomes] División de Neuropsicología Clínica [Division of Clinical Neuropsychology] (NPsiC)	Approved at the General Meeting of 14/12/2019. Change approved at the General Meeting of 27/06/2020	901

subscribed on 12 December 2020

²¹ For example, on May 8, 2000, an agreement was signed with the Directorate General of Civil Protection, on the organization and training of groups of psychologists integrated into the collegiate structure, whose objective was psychological intervention in disaster situations.

²² In July 2008, an agreement was signed to integrate the Federation of Psychology Associations into the CGPE, a multi-territorial grouping in which a Spanish Society of Psychology had ended up, in decline in comparison with the COP and the scientific associations that flourished in light of the university areas of knowledge, a Division of Academic Psychology was born, called the "Spanish Society of Psychology". The Spanish Network for Psychology was established for the IUPsyS, with two members in the General Assembly.

²³ The controversial work of the National Commission of the Specialty of Clinical Psychology (Santolaya, 2007) continued, especially in the case of applicants through the third transitional provision (professional practice as a member of a professional association), to the point of generating a Guideline for applicants who are members of professional associations on procedures, allegations, and appeals (Anónimo [Anonymous], 2007a, 2007b). The definition of the specialty with its field of action, the professional profile of the Specialist in Clinical Psychology and the training program were included in Order SAS/1620/2009.

²⁴ In October, Royal Decree 1277/2003 was published, which established the general bases for the authorization of health centers, services, and establishments. It offered an inappropriate definition of "Clinical Psychology Unit".



group was informed through *Infocop*. There were actions in the media, in the courts, in offices, even in parliament, and in the streets with large mobilizations. It was a process that had the explicit and participative support of the Conference of Deans and the student body, as well as several political parties, trade unions, social, healthcare, and scientific organizations (Consejo General [General Council], 2004)²⁵.

Meanwhile, at the university, absolute legislative nonsense was affecting the curricula²⁶. The millennium began with attempts to respond to the proposals of a European Higher Education Area, with Organic Law 6/2001 on Universities. This was the first framework document of a legislative deluge. In order to deal with the changes, the Conference of Deans of Psychology, with the support of the association, embarked on the ambitious project of defining psychology training, seemingly with the approval of the Ministry. The result of this effort was the proposals for the Design Project for the Curriculum and Degree in Psychology and the Official Postgraduate Program in Psychology, which, in the end, were not endorsed by the Ministry of Education. It was a futile effort in a framework in which political interests prevailed over scientific-technical ones, and in which the judgments of the experts were overruled by political-ideological objectives. Despite everything, psychology continued to grow. Given the shortcomings of the undergraduate programs, continuing education and postgraduate programs gained prominence, albeit with a high degree of improvisation and without a defined model. However, the university-association collaboration eventually favored the University Coordination Council's decision to place psychology studies within the framework of experimental and health sciences²⁷.

The decade ended with the creation of the Spanish Foundation for the Promotion and Scientific and Professional Development of Psychology-PSICOFUNDACIÓN²⁸. This incorporates the Council's firm commitment to research, although in this case oriented towards professional objectives, normally underplayed in public calls for proposals. A faithful reflection of this aim was to be, a few years later, the co-funded PsicAP Project (Cano, Muñoz, Moriana, Ruíz,

Medrano, & González, 2021), which was already beginning to bear fruit in some communities and was replicated in other countries.

THE DECADE OF 2010. THE DECADE OF HEALTH PSYCHOLOGY

The new decade began with good news. After seven years of struggle, Law 5/2011 on Social Economy was published. Its sixth additional provision regulated the exercise of healthcare activities by university graduates with a degree in psychology or graduates in the field of psychology. This provision came to alleviate, still provisionally, the extreme situation of precariousness existing in the health activity for non-specialists in the field. It came to create de facto the health profession of generalist psychologist, and it set a deadline (twelve months) for a regulatory solution. Psychologists should no longer have any problem working in a private health center, either self-employed or as employees (Santolaya, 2011). However, psychologists who worked in the public or public-private health system were left out of the regulation, which opened a new front.

Seven months later, General Public Health Law 33/2011 modified the LOPS, creating the profession of General Health Psychologist (Seventh Additional Provision), recognizing these individuals as healthcare professionals with a degree level in accordance with Article 2 of the LOPS, and establishing their professional competencies. It also regulated the access routes to professional practice, through the creation of a forthcoming Official Master's Degree in General Health Psychology-GHP with its own guidelines, which are only accessible to those with a psychology degree. After thirty years of struggle, a long-awaited goal was achieved: the legal regulation of professional practice in the health field. The law regulates a differentiation between two types of health professionals, specialists in clinical psychology (via PIR and homologation) and general health psychologists (via Master in GHP and health habilitation)²⁹ (Duro, 2021). This law placed psychology among the professions that enjoy legal protection, and it maintained its status as a licensed profession.

In fact, in the 2012 Association-Registered Health Professionals Statistics, which identifies those who have a professional healthcare

²⁵ The problems and the actions are presented in an extraordinary issue of *Infocop*, "Psychology as a health profession". It consists of several blocks: the first contains some historical notes on psychology as a health profession and the chronology of the conflict with the actions developed. The second presents the evaluations and opinions of sectors affected by the legislative regulations (COP, university, private professionals, professional associations, and students), the third the actions of the different actors in the conflict, and the fourth the proposals they put forward. It is completed with articles reflecting on psychology as a health profession (Duro, 2004a). Issue 22 (Varios, 2005) is also a monographic issue.

²⁶ An "In Depth" in *Papeles del Psicólogo*, in addition to analyzing the plethoric and frustrating situation, discusses the mismatch between training and professional demands, the benefits of a European degree, and the advantages of building curricula based on the analysis of competencies (Varios, 2003).

²⁷ Organic Law 4/2007, which laid the foundations for modernizing the University, was developed by RD 11393/2007. Universities could choose the branches in which their degrees were to be offered, and the basic subjects of Psychology could be in Social and Legal Sciences and Health Sciences. There would be a clear predilection for this second option in the verification of undergraduate degrees, which occurred in the new legislative framework.

²⁸ Originally constituted in Madrid by the General Council of the Spanish Psychological Association, and the Colleges of Madrid, Murcia, Navarra, Principality of Asturias, Bizkaia, and Valencia, in Madrid (Order EDU/2676/2010). All the Colleges are represented in its current Board of Trustees.

²⁹ The regulations offered a transitional solution for non-specialists who met certain stipulated conditions, including undergraduate and, above all, postgraduate curricular qualifications. For the most part, the regional health authorities delegated the evaluation of merits and their qualification to the corresponding regional Colleges of Psychologists. The procedure established in the sixth additional provision of Law 5/2011, confirmed by Law 33/2011, was extended for three years, until September 2014. Since then, accreditation can only be obtained via Master or PIR.



specialty, the group of psychologists appeared for the first time³⁰. Since then, interprofessional differences have been maintained. The supply of psychology has remained scarce year after year (Figure 2), so the ratio of applicants/place continues to be the highest compared to the rest of the specialties (Anónimo [Anonymous], 2020a).

Shortly afterwards, with a delay over the legislation, Order ECD/1070/2013 was published, which established the requirements to verify the official university degree of Master in GHP³¹. The order fulfilled the illusions of many, but it sparked internal contention. The National Association of Clinical and Resident Psychologists (ANPIR) filed an appeal through contentious-administrative channels against the Order regulating this postgraduate degree. The Council and the Conference of Deans aligned their objectives against the appeal, which was dismissed three years later (Anónimo [Anonymous], 2016), but the ruling did not close the issue, it opened other disagreements, on issues such as training itineraries, professional accreditations, and the professional functions of the roles and their scope, which has led to opposing understandings of this part of the process and the process itself as a whole (Carroble, 2013, 2015; Fernández, 2003; Fernández, 2017; Fernández, Santolaya, & Santolaya, 2017; Olabarría, 2018; Olabarría & García, 2011; Prado, Sánchez, Gimeno, & Aldaz, 2019; Sánchez, Prado, & Aldaz, 2013).

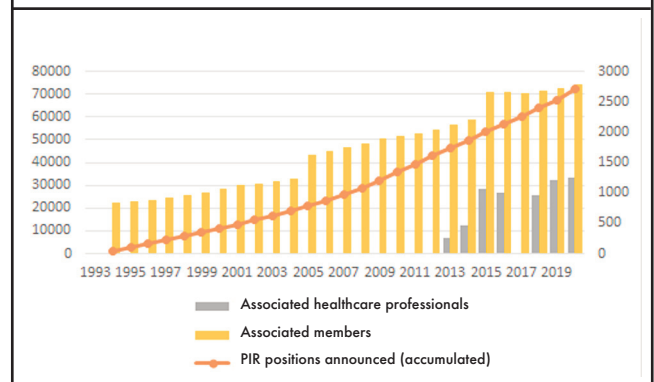
The difference is not only in the positions announced, and in the ratios per 100,000 inhabitants, but also, from the beginning, in the number of specialties (RD/183/2008). To date, unlike medicine, which has dozens of specialties in specialized health training, psychology has only one officially recognized specialty. It is therefore—forgive the oxymoron—a generalist specialist, since he/she must be competent in any of the fields of his/her professional activity. In an attempt to promote the existence of possibilities for intensive training in specific areas, various alternatives can be considered (Jarné & Pérez, 2020).

First there was an explosion in the availability of degrees (masters, professional specialization diplomas, expert courses) offered by universities, which was reoriented with the creation of the Master in GHP. Soon, the publication of RD 639/2015, regulating the Diplomas of Accreditation and the Diplomas of Advanced Accreditation oriented to the training and development of technical

competence of health professionals opened up several possibilities³². There was also a response from the COP, the Council established a national process of unofficial accreditation in specific functional areas of psychology, which had already had precedents in the College of Catalonia and Madrid. The creation of the first divisions had generated professional accreditation initiatives, as their internal regulations covered the roles of accredited members. The creation of the *Comisión Nacional de Acreditación Profesional* [National Commission of Professional Accreditation] addressed the issue³³, and accreditations have been emerging, although without the administrative validity necessary for specialization (Table 4). Supply has always dominated in the health field, due to the weight of the profession, but it is very diversified. The common objective was to guarantee minimum quality standards, and to promote, with the FOCAD courses, the processes of continuing and specialized training. The recognition of the association is an endorsement of professional competence by the most prestigious non-academic institution, which may encourage greater social recognition (Jarne et al., 2012).

This coincides with years of continuous growth and diversification³⁴. Psychology, despite the predominance of health psychology,

FIGURE 2
EVOLUTION OF THE NUMBER OF PIR POSITIONS ANNOUNCED (ACCUMULATED), REGISTERED HEALTHCARE PROFESSIONALS ACCORDING TO INE [SPANISH NATIONAL INSTITUTE OF STATISTICS] DATA, AND REGISTERED MEMBERS ACCORDING TO DATA PROVIDED BY THE ASSOCIATION



³⁰The criterion includes specialists in clinical psychology, General Health Psychologists, psychologists belonging to the Military Health Corps of the Armed Forces, and all those professionals who, meeting the training requirements established in the Sixth Additional Provision of Law 5/2001, were registered in the registers of health centers at the time of data collection (Anónimo [Anonymous], 2013).

³¹The commitment to regulate the general conditions to which the curricula of the bachelor's degree in psychology should conform, as established in point 3 of the Seventh Additional Provision of Law 33/2011, remained unfulfilled. In fact, the period of one year was extended to seven, until the publication of the Order CNU/1309/2018 regulating the general conditions for the curricula of the degree in psychology (Anónimo [Anonymous], 2018).

³²These are accreditations that have official status, with a reservation of denomination and validity throughout the national territory. They allow graduates and specialists in health sciences to certify their level of training in a specific area of competence or specialty.

³³On December 14, 2012, the Governing Board of the COP approved the base document that outlined the general lines of what the future professional accreditations should be. Incidentally, the National Commission on Professional Accreditations (CNAP) was appointed, which was in charge of turning the project into reality (Anónimo [Anonymous], 2016b).

³⁴After allegations, and negotiations, the Council achieved the incorporation of clinical psychologists in the body of Law 35/2015 on the reform of the system for the valuation of damages caused to persons in traffic accidents.



continued to diversify in all facets of the human being: social and community activity; occupational risk prevention; teaching and guidance; work and organizations; social and community activity; traffic and safety; sport; family relations; justice; penitentiary institutions; army and security forces; emergencies, etc. Evidence of this is the growth of the university (Hernández, 2003; Sánchez et al., 2017), which aimed to respond through an abundant and diversified availability of postgraduate degrees³⁵.

In the academic year 2003-2004, 23 public universities (48.94%) and 8 private universities (42.11%) offered psychology courses, almost 47% of the total, tripling the supply from the public universities over the private ones, producing 6,000 graduates (Hernández, 2003). In the academic year 2014-2015, there were 52 centers offering the degree, almost 63% of all centers, 29 in public universities (58%) and 23 in private ones (69.70%), a veritable explosion (130% increase), producing 7,168 graduates (Sánchez et al., 2017). In the academic year 2020-2021, 62 (74.70%) universities had verified degrees, 32 of the 50 public universities and 30 of the 33 private ones, producing 8,246 graduates in 2019³⁶.

The supply of university master's degrees and doctoral programs was very broad, with public universities leading the way, especially in

doctoral programs, where 28 public universities offer programs, compared to only 5 private ones. Along with the traditional profiles (clinical, education, and work), there are subjects such as: early care; dependency; psychosocial intervention/rehabilitation; physical activity, sport, and high performance; all types of addictions; psychogerontology; legal psychology and forensic expertise; language and speech disorders; neuropsychology and the neurosciences; among a large variety of others. However, those that are most widely offered are the regulated master's degrees. Special mention should be made of the GHP master's degree. Already in its first year of implementation, 30 (18 public and 12 private) of the 48 centers offering psychology initiated it, in many cases terminating master's degrees in clinical and health psychology. In 2021, 60 of the 62 universities with a bachelor's degree offered the GHP master's degree. In just 5 years the supply has doubled. Moreover, the Ministry of Health has just published, as a result of intersectoral work in which the association has participated, the Resolution of 26 April 2019, publishing the "Strategic Framework for Primary and Community Care". It reaffirms the need for primary care to maintain a biopsychosocial approach, and it enhances the figure of the clinical psychologist therein, protocols the referral circuits, and includes

TABLE 4
NATIONAL ACCREDITATIONS

National accreditation	Accreditation start date	Accredited on 31/03/2021
Psicólogo/a Experto/a en Neuropsicología Clínica [Psychologist Expert in Clinical Neuropsychology]	20 June 2015	767
Psicólogo/a Experto/a en Psicooncología y/o Psicología en Cuidados Paliativos [Psychologist Expert in Psychooncology and/or Psychology in Palliative Care]	21 July 2017	361
Psicólogo/a Experto/a en Psicología del Deporte [Psychologist Expert in Sports Psychology]	21 October 2016	123
Psicólogo/a Experto/a en Psicología Aeronáutica [Psychologist Expert in Aeronautical Psychology]	17 April 2017	26
Psicólogo/a Experto/a en Emergencias y Catástrofes [Psychologist Expert in Emergencies and Disasters]	22 April 2017	415
Psicólogo/a Experto/a en Psicología Educativa [Psychologist Expert in Educational Psychology]	1 July 2017	365
Psicólogo/a Experto/a en Psicología de la Intervención Social [Psychologist Expert in the Psychology of Social Intervention]	14 December 2019	154
Psicólogo/a Experto/a en Psicología Jurídica y/o Psicología Forense [Psychologist Expert in Legal and Forensic Psychology]	22 February 2020	74
Psicólogo/a Experto/a en Psicología del Tráfico y de la Seguridad [Psychologist Expert in Psychology of Traffic and Safety]	22 February 2020	0

³⁵The Resolution of September 14, 2015, of the General Directorate of University Policy approves the equivalence of the degree of bachelor in psychology to level 3 of the Spanish Framework of Qualifications for Higher Education (MECES). Psychology graduates are recognized with Master's level training, which exempts them from the obligation of having to take a Master's degree to access academic studies, jobs, public examinations in the administration, public competitions, etc., where this level of studies is required.

³⁶Methodologically, we visited the website <http://www.cdpue.es/> (oferta formativa [available training] tab), and the websites of the universities included in the Report "Datos y Cifras del Sistema Universitario español. Publication 2019-2020".



training in this field in the departments or teaching units of the university psychology centers, creating a new path for the desired dialogue between the two institutions.

A total of 130,000 students graduated during the 21st century, with an average enrollment of 63,000. There were 7,796 GHP master's graduates between the academic years 2014-2015 and 2018-2019. Nearly 77,000 members! However, psychology continues to have one of the lowest rates of non-retired members per 100,000 inhabitants (69.71) among the groups of health professionals, a long way from the figures of 481.18 and 566.75 for medical and nursing professionals (Table 5), and 162 members per 100,000 population. There were 33,209 psychologists with a health specialty in 2019 (Anónimo [Anonymous], 2020b), 44.75% of members, but the authors agree with Duro (2021) in that there is also "quantitative gibberish", regarding the number of active health professionals when we look at the profiles of their incorporation³⁷.

It has also been an important decade in terms of communication and positioning. International (and national) relations have been increased and strengthened with a growing number of actors. A dimension in which congress activity has been key, and especially the recovery of the National Congresses—to deal with the growing hyper-specialization of this type of events—after a 27-year hiatus³⁹, and the strengthening of the Ibero-American ones⁴⁰. In addition to attending to the most relevant professional and scientific areas in each *circumstance*, they facilitate formal and informal communication between academics, but also between the university and the profession. All this, without forgetting that they project, to the social agents and the general public, the usefulness and relevance of the discipline in many fields, thus contributing to create an increasingly shared social representation.

The already active communication policy has continued to be promoted with the aim of disseminating and promoting the association, psychology, and all things psychological among the major social agents, the general public, and the members. This has been done through the media (traditional press, radio, television, information agencies, digital media, social networks, YouTube, journals of all kinds). It has promoted its program of scientific-professional journals and is totally or partially responsible for 52.94% (9 of 17) of the Spanish psychology journals in JCR, where it participated in three of the five in Q1, and in SJR, in three of the four in Q1, as well as having another seven in the Emerging Source

Citation Index (*Ansiedad y Estrés, Anuario de Psicología, Clínica Contemporánea, Electronic Journal of Research in Educational Psychology, Papeles del Psicólogo, Revista de Historia de la Psicología, and Revista Iberoamericana de Psicología y Salud*).

In addition, the Academy of Psychology of Spain (RD 378/2015) was successfully established, an event of multiple scope, including cultural, social, scientific, and professional fields. This public law corporation, of national scope, has as its general mission, according to its Statutes⁴¹, "the achievement, promotion, and maintenance of the highest scientific, cultural, and social level in psychology, as well as the promotion of its practice for the benefit of individuals and society" (art. 3.1.).

Forty years have been characterized by a rapid and tortuous path towards consolidation and strengthening, full of advances and setbacks, zigzag movements, a not always desired union, beset with obstacles and administrative difficulties, and with political and corporate interests that had little or nothing to do with the quality of care and the real needs and benefits of the population and users. There have been moments of light, such as the recognition of psychology in health care and the progress towards the incorporation of psychologists in primary care, but there have also been dark moments, such as the undermining of certain professional areas, such as education or social services.

The large numbers of members are exorbitant, they seem to show a plethoric reality, but one that is not exempt from doubts and internal and external problems. They show a group in need of defense against

TABLE 5
EVOLUTION OF THE RATE PER 100,000 OF THE MAIN
GROUPS OF ASSOCIATION-REGISTERED HEALTH
PROFESSIONALS WORKING WITH PEOPLE
(SOURCE: INE38)

Association-registered health professionals by profession	2012	2013	2014	2015	2016	2017	2018	2019
Nurses	504.16	505.24	522.26	535.78	549.20	558.32	560.30	566.75
Doctors	445.43	450.83	458.23	464.03	467.75	474.00	476.99	481.18
Pharmacists	129.28	132.45	135.62	138.29	140.51	145.46	147.40	148.38
Physiotherapists	81.93	85.11	90.51	95.95	102.47	108.53	114.28	119.41
Dentists	65.34	68.32	70.14	73.17	75.30	77.43	79.05	80.41
Psychologists with healthcare specialty	15.12	26.66	61.70	57.57	53.71	55.16	68.94	69.71

Non-retired association members

³⁷ Studies such as his, or that of Fernández (2021), bring some order, also coinciding in pointing out the insufficiency of personal resources in the National Health System. In this regard the Ombudsman makes the following "RECOMMENDATION. Promote as soon as possible within the Interterritorial Council of the National Health System, in agreement with all the competent health administrations, the realization of an evaluation of specific needs in psychological care aimed at progressively increasing this type of assistance in the autonomous healthcare services."

³⁸ INE. Statistics on registered health professionals. Detailed results [accessed February 2, 2921].

³⁹ III (Oviedo, 2017), IV (Vitoria-Gasteiz, 2019), and V (Madrid, 2021).

⁴⁰ VII (Oviedo, 2010), VIII (São Paulo, 2012), IX (Lisbon, 2014), X (Antigua, 2016), XI (Córdoba, 2018), and XII (Coahuila, 2021).

⁴¹ The Preamble states: "Since the end of the nineteenth century, and at an accelerated pace in the twentieth century, Psychology has been configured at the same time as a positive science and as a field of intervention applied to individual and social problems (...) it has achieved a broad generality of intervention techniques, with largely standardized instruments, and with very great possibilities of application to the various fields of human activity, from education and clinical, to the more specific areas of the sports world, legal advice, or intervention in the prison, forensic, conflict mediation, marginalization and dependence fields, and for business and social organizations."



the growing intrusiveness⁴², with excessive access, which creates a high failure rate, with significant unemployment and excessive underemployment, deficiencies in general undergraduate training (problems with practicals and university clinics) and very pronounced ones with respect to specialized postgraduate training, as well as lack of a legal regulation in accordance with its potential. All this comes with a social representation that is still weak and diffuse, and in need of contours. This coincides with the fact that our society is going through a major global crisis. All the above has exacerbated old needs and has generated new ones in all sectors, so the collegiate association must continue to strengthen its organizing work and defense of the collective, as well as to improve its communication policy and positioning.

CONFLICT OF INTEREST

There is no conflict of interest.

ACKNOWLEDGMENTS

We would like to thank Cristina Molina, Raquel Agueda, Leticia de la Cruz, Arantxa Sánchez, Begoña Alonso, and Raúl Mayor for their help throughout the process. We also wish to thank Xacobo Fernández for providing us with his article still in press.

REFERENCES

- Anónimo [Anonymous] (2006). Acuerdos sobre la propuesta de postgrado en Psicología [Agreements on the proposed postgraduate degree in psychology]. *InfocopOnline*. www.infocop.es/view_article.asp?id=543.
- Anónimo [Anonymous] (2007a). Estado de la tramitación de expedientes del Título de Especialista en Psicología Clínica [Status of the processing of transcripts for the qualification of Clinical Psychology Specialist]. *InfocopOnline*. www.infocop.es/view_article.asp?id=1380&cat=12.
- Anónimo [Anonymous] (2007b). Proceso de tramitación de las solicitudes del título de Especialista en Psicología Clínica – Guía orientativa para los colegiados [Process of processing applications for the qualification of Specialist in Clinical Psychology - Guidance for members]. *InfocopOnline*. www.infocop.es/view_article.asp?id=1349.
- Anónimo [Anonymous] (2008). Programa de Formación continuada a Distancia en Psicología [Distance Continuing Education Program in Psychology] (FOCAD). *Infocop*, 37. <http://www.cop.es/infocop/pdf/1349&cat=9.pdf>.
- Anónimo [Anonymous] (2013). Estadística de Profesionales Sanitarios Colegiados, año 2011 [Registered Health Professionals Statistics, Year 2011]. *InfocopOnline*. http://www.infocop.es/view_article.asp?id=4675.
- Anónimo [Anonymous] (2016a). La Audiencia Nacional considera que los Psicólogos Generales Sanitarios pueden diagnosticar, evaluar e intervenir en el ámbito privado [The National Court rules that General Health Psychologists can diagnose, evaluate, and intervene in the private sphere]. *InfocopOnline*. http://www.infocop.es/view_article.asp?id=6475.
- Anónimo [Anonymous] (2016b). Novedades sobre las acreditaciones profesionales-formativas del COP. Entrevista a Manuel Mariano Vera [Changes in the professional-training accreditations of the COP. Interview with Manuel Mariano Vera]. *InfocopOnline*. http://www.infocop.es/view_article.asp?id=6493&cat=9.
- Anónimo [Anonymous] (2018). El Gobierno aprueba la regulación del Grado en Psicología [The Government approves the regulation of the bachelor's degree in psychology]. *InfocopOnline*. http://www.infocop.es/view_article.asp?id=7846.
- Anónimo [Anonymous] (2020a). Escaso aumento de plazas PIR pese a la demanda creciente de atención psicológica en nuestro SNS [Scant increase in PIR places despite the growing demand for psychological care in our NHS]. *InfocopOnline*. http://www.infocop.es/view_article.asp?id=15316.
- Anónimo [Anonymous] (2020b). Los datos del INE evidencian la escasez de psicólogos clínicos en España -Estadística de profesionales sanitarios colegiados 2019 [INE data evidence shortage of clinical psychologists in Spain -Statistics on healthcare professionals that are association members 2019]. *Infocop*, 90, 52-53. <http://www.cop.es/infocop/pdf/3305.pdf>.
- Berdullas, M. (1996). Objetivos y propuestas a desarrollar por la Junta de Gobierno Estatal (octubre 1996-2000) [Objectives and proposals to be developed by the State Board of Governors (October 1996-2000)]. *Papeles del Psicólogo*, 66. <http://www.papelesdelpsicologo.es/resumen?pii=728>.
- Blanco, A. (2001). Especial: España para la armonización de los currícula de Psicología en las Universidades latinoamericanas [Special: Spain for the harmonization of psychology curricula in Latin American universities]. In J.P. Toro & J. Villegas (Eds.), *Problemas centrales para la formación académica y el entrenamiento profesional del psicólogo en las Américas [Core problems for the academic education and professional training of the psychologist in the Americas]* (pp. 391-440). JVE Ediciones.
- Blas, F. (1996). ¿Prepara la Universidad para el ejercicio profesional? [Does the University prepare students for professional practice?] *Papeles del Psicólogo*, 66. <http://www.papelesdelpsicologo.es/resumen?pii=741>.
- Cano, A., Muñoz, R., Moriana, J., Ruíz, P., Medrano, L., & González, C. (2021). Transdiagnostic group cognitive behavioural therapy for emotional disorders in primary care: the results of the PsicAP randomized controlled trial. *Psychological Medicine*, 1-13. <https://doi.org/10.1017/S0033291720005498>.
- Carrobes, J.A. (2013). Psicólogo clínico (PIR) y psicólogo general sanitario, todos somos necesarios [Clinical psychologist (PIR) and general health

⁴²The working group for the Defense of the Profession and Against Professional Intrusion of the Council launched the website *Stop Intrusismo en la Psicología* (<https://www.stopintrusismoenlapsicologia.es/>). The aim of this platform is that anyone can make complaints to the collegiate association that will be evaluated, thus establishing a common procedure for analyzing and dealing with intrusiveness to be applied in all the associations in Spain (Anónimo [Anonymous], 2016). This is essential not only internally, but also because of the threat it poses to the psychological health of the public.



- psychologist, we are all needed]. *Behavioral Psychology*, 21(1), 189-200. <https://www.behavioralpsycho.com/numeros/volumen-21-numero-1-2013/>.
- Carrobbles. J.A. (2015). Presente y futuro de la Psicología Clínica y Sanitaria en España: Una visión alternativa [Present and future of Clinical and Health Psychology in Spain: An alternative vision]. *Papeles del Psicólogo*, 36(1), 19-32. <http://www.psychologistpapers.com/pdf/2486.pdf>.
- Chacón, F. (1995). Comentarios sobre el proceso de elaboración de los nuevos planes de estudio de Psicología [Comments on the process of preparing the new psychology curricula]. *Papeles del Psicólogo*, 62. <http://www2.papelesdelpsicologo.es/resumen?pii=674>.
- Civera, C., Santolaya, F., & Tortosa, F. (2006). Psicología y Profesión en la España contemporánea [Psychology and Profession in Contemporary Spain]. In F. Tortosa & C. Civera, *Historia de la Psicología [History of Psychology]* (pp. 451-469): McGraw-Hill.
- Conferencia de Decanos de Psicología [Conference of Deans of Psychology]. (2005). *Libro Blanco de la Titulación de Grado en Psicología [White Paper on the Undergraduate Degree in Psychology]*. http://www.aneca.es/var/media/150356/libroblanco_psicologia_def.pdf.
- Consejo General de Colegios Oficiales de Psicólogos [General Council of the Spanish Psychological Association] (2004). LOPS: Cronología de un conflicto. Repercusiones y movilizaciones [LOPS: Chronology of a conflict. Repercussions and mobilizations], *Infocop*, 88. http://www.infocop.es/view_article.asp?id=4164&cat=70.
- Consejo General de la Psicología de España [General Council of the Spanish Psychological Association] (2021). FOCAD (web). <https://www.focad.es/index.asp>.
- Defensor del Pueblo [Ombudsman]. (2020). Atención psicológica en el Sistema Nacional de Salud [Psychological care in the Spanish National Health System]. <https://www.defensordelpueblo.es/resoluciones/estudiode-necesidades-e-incremento-de-la-atencion-psicologica-en-el-sistema-nacional-de-salud/>.
- Duro, J.C. (2004a). A modo de presentación [By way of presentation]. *Infocop*, Num. Extraordinario. La psicología como profesión sanitaria [Special issue. Psychology as a health profession] 2. <http://www.cop.es/extrainfocop/presentación.pdf>.
- Duro, J.C. (2004b). Apuntes históricos: La Psicología como profesión sanitaria. *Infocop*, Num. Extraordinario. La psicología como profesión sanitaria [Historical notes: Psychology as a health profession. *Infocop*, Special issue. Psychology as a health profession], 2, 7-11. <http://www.cop.es/extrainfocop/apunteshistoricos.pdf>.
- Duro, J.C. (2021). ¿Sabemos cuántos profesionales especialistas en psicología clínica trabajan en el Sistema Nacional de Salud español? [Do we know how many professional specialists in clinical psychology work in the Spanish National Health System?] *Papeles del Psicólogo*. In press. <https://doi.org/10.23923/pap.psicol.2955>.
- Duro, J.C., & Berdullas, M. (2003). Recursos desestimados, especialidad reconocida [Dismissed appeals, recognized specialty]. *Infocop*, 84. 3-9. <https://www.cop.es/infocop/pdf/1084.pdf>.
- Duro, J.C., & Martínez, P. (2004). Cronología de un conflicto. Num. Extraordinario. La psicología como profesión sanitaria [Chronology of a conflict. Extraordinary issue. Psychology as a health profession], *Infocop*, 13-26. <http://www.cop.es/extrainfocop/cronologia.pdf>.
- Egurtza, J. (1999). La economía del Colegio en 1998 [The economics of the Association in 1998]. *Infocop*, 7, 5-9. www.cop.es/infocop/pdf/1077.pdf.
- Fernández, J. (2002). Presentación [Presentation]. *Papeles del Psicólogo*, 81. <http://www.papelesdelpsicologo.es/resumen?pii=880>.
- Fernández, J.R. (1995). Proyección europea del Colegio de Psicólogos en el marco de su política internacional [European projection of the Spanish Psychological Association in the framework of its international policy]. *Papeles del Psicólogo*, 61. <http://www.papelesdelpsicologo.es/resumen?pii=652>.
- Fernández, J.R. (1997). Descripción de la revista [Description of the journal]. *Psychology in Spain*, 1(1). <http://www.psychologyinspain.com/description.htm>.
- Fernández, J.R. (2017). Cambiar para avanzar. Un análisis del debate sobre el itinerario formativo de la psicología clínica en España [Changing in order to progress. An analysis of the debate on the training route of clinical psychology in Spain]. *Papeles del Psicólogo*, 38(2), 81-93. <http://www.papelesdelpsicologo.es/pdf/2827.pdf>.
- Fernández, J.R., Santolaya, F. & Santolaya, J. (2017). La acreditación en psicología clínica en España [Accreditation in clinical psychology in Spain]. *Terapia Psicológica*, 35(1), 95-110. <https://teps.cl/index.php/teps/article/view/156>.
- Fernández, N. (2003). *La psicología clínica en España [Clinical psychology in Spain]*. Doctoral thesis. Universidad Complutense de Madrid.
- Fernández, X. (2020, in press). Situación de la psicología clínica en el Sistema Nacional de Salud (SNS) y perspectivas de crecimiento [Situation of clinical psychology in the National Health System (NHS) and growth perspectives]. *Ansiedad y Estrés*.
- Fernández, X., Sánchez, S., Prado, J., Carreras, B., Gimeno, A., & Bermúdez, S. (2017). Nuevas controversias en psicología sanitaria: Un análisis libre de ruido [Emerging controversies in health psychology: A noise-free analysis]. *Behavioral Psychology*, 25(1), 189-200. https://www.behavioralpsycho.com/wp-content/uploads/2018/10/11.Fernandez_25-1.pdf.
- Gallardo, C. (2019). Psicodoc, la búsqueda bibliográfica y la difusión científica en Psicología [Psicodoc, bibliographic search and scientific dissemination in psychology]. *Blog de Psicología del Colegio oficial de Psicólogos de Madrid*. <http://www.copmadrid.org/wp/psicodoc-la-busqueda-bibliografica-y-la-difusion-cientifica-en-psicologia/>.
- Hernández, A. (1984). La psicología como profesión [Psychology as a profession]. *Papeles del Psicólogo*, 16-17. <http://www.papelesdelpsicologo.es/resumen?pii=193>.
- Hernández, A. (1993). Elecciones y cambios [Elections and changes]. *Papeles del Psicólogo*, 56. <http://www.papelesdelpsicologo.es/resumen?pii=583>.
- Hernández, A. (2003). Los estudios universitarios de psicología en España (1). Evolución de centros, alumnos, y relación oferta-demanda [University psychology studies in Spain (1)].



- Evolution of centers, students, and the supply-demand relationship]. *Papeles del Psicólogo*, 24(86).13-24. <http://www.papelesdelpsicologo.es/resumen?pii=1109>.
- Jarne, A., & Pérez, A. (2020). Recorridos de formación en Psicología Clínica y de la Salud en España [Training paths in clinical and health psychology in Spain]. *Revista de Psicoterapia*, 31(116), 77-85. <https://doi.org/10.33898/rdp.v31i116.407>.
- Jarne, A., Vilalta, R., Arch, M., Guardia, J., & Pérez, A. (2012). Especialidades y acreditaciones en Psicología [Specialties and accreditations in psychology]. *Papeles del Psicólogo*, 33(2), 90-100. <http://www2.papelesdelpsicologo.es/pdf/2097.pdf>.
- Junta de Gobierno [Governing Board] (1993). A modo de presentación [By way of a presentation]. *Papeles del Psicólogo*, 57. <http://www.papelesdelpsicologo.es/resumen?pii=597>.
- Junta de Gobierno [Governing Board] (2003). Comunicado de la Junta de Gobierno del Colegio Oficial de Psicólogos ante la normativa que regula el ejercicio de la psicología clínica en España [Communiqué of the Governing Board of the Spanish Psychological Association regarding the regulations governing the practice of clinical psychology in Spain]. *Infocop*, 86. http://www.infocop.es/view_article.asp?id=4164&cat=70.
- López, W., Tortosa, F., Santolaya, F., Tortosa, M., Santolaya, J., & Aguilar, C. (2021). Historia, dificultades y retos de la Federación Iberoamericana de Asociaciones de Psicología [History, difficulties, and challenges of the Ibero-American Federation of Psychology Associations]. *Papeles del Psicólogo*, 42(1), 67-78. <http://www.papelesdelpsicologo.es/pdf/2951.pdf>.
- Martínez, J.A. (2011). Desarrollo histórico del espacio europeo de educación superior a través de los documentos, encuentros y declaraciones fundacionales [Historical development of the European Higher Education Area through the founding documents, meetings and declarations]. *Cuadernos de Educación y Desarrollo*, 3(31) <http://www.eumed.net/rev/ced/31/jamg.pdf>
- Martínez, P. (2004). Entrevista a Francisco Santolaya. Decano del Colegio Oficial de Psicólogos. Num. Extraordinario. La psicología como profesión sanitaria [Interview with Francisco Santolaya. Dean of the Spanish Psychological Association. Extraordinary No. Psychology as a health profession], *Infocop*, 3-6. <http://www.cop.es/extrainfocop/entrevistaSantolaya.pdf>.
- Ministerio de Universidades [Ministry of Universities] (2020). Datos y Cifras del Sistema Universitario español. Publicación 2019-2020. Ministerio de Universidades [Data and Figures of the Spanish University System. Publication 2019-2020. Ministry of Universities]. <https://www.educacionyfp.gob.es/servicios-alciudadano/estadisticas/universitaria/datos-cifras-copia.html>.
- Olabarriá, B. (2018). La construcción de la especialidad de Psicología Clínica desde el marco de la Reforma Psiquiátrica y construcción de la Red de Servicios de Salud Mental en España. La formación PIR. Pensando el futuro desde la experiencia [The construction of the specialty of Clinical Psychology based on the framework of Psychiatric Reform and construction of the Network of Mental Health Services in Spain. PIR training. Visioning the future based on experience]. *Anales de la Fundación Canis Majoris*, 3, 198-248. <https://canismajoris.es/wp-content/uploads/Revista-Anales-2018-de-la-Fundaci%C3%B3n-Canis-Majoris.pdf>.
- Olabarriá, B. & García, M. (2011). Acerca del proceso de construcción de la psicología clínica en España como especialidad sanitaria [About the process of construction of clinical psychology in Spain as a health specialty]. *Revista de Psicopatología y Psicología Clínica*, 16(3), 223-245. <http://revistas.uned.es/index.php/RPPC/article/view/10363>.
- Osca, J., Civera, C., Tortosa, F., Quiñones, E., Peñaranda, M., & López, J. (2005). Difusión de las revistas españolas de psicología en bases de datos nacionales e internacionales [Dissemination of Spanish psychology journals in national and international databases]. *Anales de Documentación*, 8, 165-186. <https://doi.org/10.6018/analesdoc.8.0.1471>.
- Pastor, A. (1989). La trayectoria económica del Colegio [The economic trajectory of the association]. *Papeles del Psicólogo*, 36/37. 21-28. <http://www.papelesdelpsicologo.es/resumen?pii=376>.
- Peiró, J.M. (2003). La enseñanza de la psicología en Europa. Un proyecto de titulación europea [The teaching of psychology in Europe. A European degree project]. *Papeles del Psicólogo*, 24(86). <http://www.papelesdelpsicologo.es/resumen?pii=1110>.
- Prado, J., Sánchez, S., Gimeno, A., & Aldaz, J.A. (2019). Clinical Psychology in Spain: History, Regulation and Future Challenges. *Clinical Psychology in Europe*, 1(4), e38158. <https://doi.org/10.32872/cpe.v1i4.38158>.
- Quintanilla, I., & Diaz, R. (1994). Some demographic and economic characteristics of practitioners. Special Issue Applied Psychology in Spain. *Applied Psychology: An International Review*, 43(2), 151-155.
- Redacción de Infocop (2008). Abierto el plazo de solicitud del certificado de Psicología EUROPSY [The application period for the EUROPSY Psychology certificate is open]. *Infocop*, 38, <http://www.cop.es/infocop/pdf/1604.pdf>.
- Ruiz, R., Martín, A., & Delgado, E. (2015). Las revistas universitarias en el marco de los criterios de evaluación de la actividad investigadora [University journals within the framework of the evaluation criteria of research activity]. *Revista Española de Documentación Científica*, 38(2), e081. <http://dx.doi.org/10.3989/redc.2015.2.1191>.
- Sánchez, S., Prado, J., & Aldaz, J.A. (2013). Psicología Clínica y Psicología General Sanitaria: Una aproximación constructiva [Clinical Psychology and General Health Psychology: A constructive approach], *Behavioral Psychology*, 21(1), 189-200. <https://www.behavioralpsycho.com/numeros/volumen-21-numero-1-2013/>.
- Sánchez, S., Prado, J., Inchausti, F. Fernández, X., Losada, C., & Aldaz, J.A. (2017). Del libro blanco del título de grado en psicología al negocio de la desesperación. Análisis cuantitativo de los estudios de psicología en España durante la década 2005-2015 [From the white paper on the qualification of the degree in psychology to the business of desperation: A quantitative analysis of psychology studies in Spain over the decade of 2005-2015]. *Papeles del Psicólogo*, 38(3), 185-194. <http://www.papelesdelpsicologo.es/pdf/2841.pdf>.
- Santolaya, F. (1993) Francisco José Santolaya (entrevista) [Francisco José Santolaya (interview)]. *Papeles del Psicólogo*, 57. <http://www.papelesdelpsicologo.es/resumen?pii=598>.
- Santolaya, F. (1996) Convalidación y cambio [Validation and change]. *Papeles del Psicólogo*, 64.



<http://www.papelesdelpsicologo.es/resumen?pii=704>.
Santolaya, F. (2001) Colegio y profesión [Association and profession]. *Papeles del Psicólogo*, 80. <http://www.papelesdelpsicologo.es/resumen?pii=879>.
Santolaya, F. (2007). Entrevista al presidente del Consejo [Interview with the president of the Council]. *Infocop*, 33. http://www.infocop.es/view_article.asp?id=4164&cat=70.
Santolaya, F. (2011). Se reconoce a los psicólogos como profesionales sanitarios (Entrevista) [Psychologists are recognized as health professionals (Interview)]. *Infocop*, 54, 10-14. <http://www.cop.es/infocop/pdf/1991.pdf>.
Santolaya, F., Berdullas, M., & Fernández, J.R. (2002). La década 1989-1998 en la psicología española: análisis del desarrollo de la psicología profesional en España [The decade of 1989-1998 in Spanish psychology: analysis of the development of professional psychology in Spain]. *Papeles del Psicólogo*, 82, 65-82. <http://www.papelesdelpsicologo.es/resumen?pii=890>.
Tortosa, F., Santolaya, F., & Civera, C. (2015). Psicología Española contemporánea. ¿Una realidad pleórica? [Contemporary Spanish Psychology. A plethoric reality?]. *Informació Psicològica*, 109, 51-71. <http://dx.medra.org/10.14635/IPSIC.2014.109.8>.
Tortosa, M., Osca, J., Alfaro, E., & López, W. (2019). International positioning of the Spanish psychology journals. *Anales de Psicología*, 35(2), 332-340. <http://dx.doi.org/10.6018/analesps.35.2.332171>
Tortosa, M., González, F., Santolaya, J., & Aguilar, C. (2019). The role of the Association of Psychologists-COP in the international ranking of Spanish Psychology (1979-2018), *Anales de Psicología*, 36(1), 12-23. <https://doi.org/10.6018/analesps.388691>.
VandenBos, G. (2018). The American Psychological Association's knowledge dissemination program: An overview of 125 years. In W. E. Pickren & A. Rutherford (Eds.), *125 years of the American Psychological Association* (pp. 393-433). American Psychological Association.
Varios [Various] (1993). PIR: Formación de especialistas en psicología clínica [PIR: Training of specialists in clinical psychology]. *Papeles del Psicólogo*, 43. <http://www.papelesdelpsicologo.es/contenido?num=1043>.
Varios [Various] (2002a). Líneas de investigación en la Psicología española (1ª parte) [Lines of research in Spanish psychology (part 1)]. *Papeles del Psicólogo*, 81. <http://www.papelesdelpsicologo.es/contenido?num=1081>.
Varios [Various] (2002b). Líneas de investigación en la Psicología española (2ª parte) [Lines of research in Spanish psychology (part 2)]. *Papeles del Psicólogo*, 82. <http://www.papelesdelpsicologo.es/contenido?num=1082>.
Varios [Various] (2003). A fondo. La enseñanza de la psicología [In depth. The teaching of psychology]. *Papeles del Psicólogo*, 86. <http://www.papelesdelpsicologo.es/contenido?num=1086>.
Varios [Various] (2005). Miles de estudiantes, profesores y profesionales piden al PSOE que cumpla sus promesas [Thousands of students, teachers and professionals ask the PSOE to fulfill its promises]. *Infocop*, 22. http://www.infocop.es/view_article.asp?id=4164&cat=70.
Vera, M. (1994). Manuel Mariano Vera (entrevista) [Manuel Mariano Vera (interview)]. *Papeles del Psicólogo*, 59. <http://www.papelesdelpsicologo.es/resumen?pii=625>.

LEGAL REGULATIONS

Audiencia Nacional [National Court]. October 3, 2016. Sala de lo Contencioso-Administrativo. Sección sexta [Contentious-Administrative Chamber. Sixth section.]. *Sentencia sobre el Recurso contencioso administrativo 361/2013, interpuesto por la Asociación Nacional de Psicólogos Clínicos y Residentes (ANPIR) contra la Orden ECD/1070/2013*. [Judgment on the contentious administrative appeal 361/2013, filed by the National Association of Clinical Psychologists and Residents (ANPIR) against Order ECD/1070/2013]. <http://www.infocoponline.es/pdf/SENTENCIA.pdf>.
Declaración de Bolonia [Bologna Declaration] (1999). El Espacio Europeo de la Educación Superior [The European Higher Education Area]. http://ehea.info/media.ehea.info/file/Ministerial_conferencias/06/0/1999_Bologna_Declaration_Spanish_553060.pdf
Declaración de la Sorbona [Sorbonne Declaration] (1998). Declaración conjunta para la armonización del diseño del Sistema de Educación Superior Europeo [Joint declaration for the harmonization of the design of the European Higher Education System]. http://ehea.info/media.ehea.info/file/1998_Sorbonne/62/2/1998_Sorbonne_Declaration_Spanish_552622.pdf.
Ley 44/2003 [Law 44/2003], of November 21, de ordenación de las profesiones sanitarias [on the organization of the health professions]. BOE No. 280, November 22, 41442-41458. http://ics.jccm.es/uploads/media/Ley_44-2003_LOPS_01.pdf.
Ley 7/2005 [Law 7/2005], of May 13, por la que se crea el Consejo General de Colegios Oficiales de Psicólogos [which creates the General Council of Official Associations of Psychologists]. BOE No. 115, May 14, 16345. <https://www.boe.es/boe/dias/2005/05/14/pdfs/A16345-16345.pdf>.
Ley 5/2011 [Law 5/2011], of March 29, de Economía Social [on Social Economy]. BOE No. 76, March 30, 33023-33033. <https://www.boe.es/boe/dias/2011/03/30/pdfs/BOE-A-2011-5708.pdf>.
Ley 33/2011 [Law 33/2011], of October 4, General de Salud Pública [General Public Health]. BOE No. 240, October 5, 104593-104626. <https://www.boe.es/boe/dias/2011/10/05/pdfs/BOE-A-2011-15623.pdf>.
Ley 3/2014 [Law 3/2014], of 27 March, por la que se modifica el texto refundido de la Ley General para la Defensa de los Consumidores y Usuarios y otras leyes complementarias, aprobado por el Real Decreto Legislativo 1/2007, de 16 de noviembre [which modifies the revised text of the General Law for the Defense of Consumers and Users and other complementary laws, approved by Royal Legislative Decree 1/2007, of November 16]. BOE No. 76, March 28, 26967-27004., <https://www.boe.es/boe/dias/2014/03/28/pdfs/BOE-A-2014-3329.pdf>.
Ley 35/2015 [Law 35/2015], of September 22, de reforma del sistema para la valoración de los daños y perjuicios causados a las personas en accidentes de circulación [on the reform of the system for the assessment of damages caused to people in traffic



- accidents]. BOE No. 228, September 23, 84473-84979. <https://www.boe.es/boe/dias/2015/09/23/pdfs/BOE-A-2015-10197.pdf>.
- Ley Orgánica [Organic Law] 6/2001, of December 21, de Universidades [on Universities]. BOE no 307, December 24, 49400-49425. <https://www.boe.es/eli/es/lo/2001/12/21/6/dof/spa/pdf>.
- Ley Orgánica [Organic Law] 4/2007, of April 12, por la que se modifica la Ley Orgánica 6/2001 [which modifies Organic Law 6/2001], of December 21, de Universidades [on Universities]. BOE No. 89, April 13, 16241-16260 <https://www.boe.es/boe/dias/2005/05/14/pdfs/A16345-16345.pdf>.
- Orden de 24 de marzo de 1980 [Order of March 24, 1980] por la que se aprueban los Estatutos Provisionales del Colegio Oficial de Psicólogos [approving the Provisional Statutes of the Spanish Psychological Association, BOE no 90, April 14, 8010-8011. [https://www.boe.es/eli/es/o/1980/03/24/\(2\)/dof/spa/pdf](https://www.boe.es/eli/es/o/1980/03/24/(2)/dof/spa/pdf).
- Orden [Order] CNU/1309/2018, of December 5, por la que se regulan las condiciones generales a las que se ajustarán los planes de estudio del Grado en Psicología [which regulates the general conditions to which the study plans of the bachelor's degree in psychology will be adjusted]. BOE No. 298, December 11, 121376-121378. <https://www.boe.es/boe/dias/2018/12/11/pdfs/BOE-A-2018-16906.pdf>.
- Orden [Order] ECD/1070/2013, of June 12, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales de Máster en Psicología General Sanitaria que habilite para el ejercicio de la profesión titulada y regulada de Psicólogo General Sanitario [which establishes the requirements for the verification of official university degrees of Master in General Health Psychology that enables the exercise of the titled and regulated profession of General Health Psychologist]. BOE number 142, June 14, 44948-44953. <https://www.boe.es/buscar/pdf/2006/BOE-A-2006-13734-consolidado.pdf>.
- Orden [Order] ECI/2461/2006, of July 24, por la que se dispone la publicación de los Estatutos provisionales del Consejo General de Colegios Oficiales de Psicólogos [which provides for the publication of the provisional Statutes of the General Council of the Spanish Psychological Association]. BOE number 179, July 28, 12968-12980. <https://www.boe.es/buscar/pdf/2006/BOE-A-2006-13734-consolidado.pdf>.
- Orden [Order] EDU/2676/2010], of September 6, por la que se inscribe en el Registro de Fundaciones la Fundación Española para la Promoción y el Desarrollo Científico y Profesional de la Psicología [by which the Spanish Foundation for the Promotion and Scientific and Professional Development of Psychology is registered in the Registry of Foundations]. BOE No. 250, September 6, 87419-87420. <https://www.boe.es/boe/dias/2010/07/03/pdfs/BOE-A-2010-10542.pdf>.
- Order [Order] PRE/1107/2002, of May 10, por la que se regulan las vías transitorias de acceso al título de Psicólogo Especialista en Psicología Clínica en desarrollo de lo dispuesto en el Real Decreto 2490/1998 [which regulates the transitory routes of access to the title of Specialist Psychologist in Clinical Psychology in development of the provisions of Royal Decree 2490/1998], of November 20. BOE No. 119, May 18, 17897-17902. <https://www.boe.es/boe/dias/2002/05/18/pdfs/A17897-17902.pdf>.
- Orden [Order] SAS / 1620/2009, of June 2, por la que se aprueba y publica el programa formativo de la especialidad de Psicología Clínica [approving and publishing the training program for the specialty of Clinical Psychology]. BOE number 146, June 17, 51210-51236. [https://www.boe.es/eli/es/o/1980/03/24/\(2\)/dof/spa/pdf](https://www.boe.es/eli/es/o/1980/03/24/(2)/dof/spa/pdf)
- Real Decreto [Royal Decree] 2490/1998, of November 20, por el que se crea y regula el título oficial de Psicólogo Especialista en Psicología Clínica [which creates and regulates the official qualification of Specialist Psychologist in Clinical Psychology]. BOE No. 288, December 2, 39538-39542. <https://www.boe.es/boe/dias/1998/12/02/pdfs/A39538-39542.pdf>.
- Real Decreto [Royal Decree] 481/1999, of March 18, por el que se aprueban los Estatutos Generales del Colegio Oficial de Psicólogos [approving the General Statutes of the Spanish Psychological Association]. BOE No. 83, April 7, 12968-12980. <https://www.boe.es/boe/dias/1999/04/07/pdfs/A12968-12980.pdf>.
- Real Decreto [Royal Decree] 1902/2000, of November 20, por el que se acuerda la segregación de las Delegaciones del Colegio Oficial de Psicólogos [by which the segregation of the Delegations of the Spanish Psychological Association is agreed]. BOE No. 291, December 5, 42582-42583. <https://www.boe.es/boe/dias/2000/12/05/pdfs/A42582-42583.pdf>.
- Real Decreto [Royal Decree] 1277/2003, of 10 October, por el que se establecen las bases generales sobre autorización de centros, servicios y establecimientos sanitarios [which establishes the general bases for the authorization of health centers, services and establishments]. BOE no 254, 23 October, 37893-37902. <https://www.boe.es/boe/dias/2003/10/23/pdfs/A37893-37902.pdf>.
- Real Decreto [Royal Decree] 654/2005, of June 6, por el que se modifican las disposiciones transitorias del Real Decreto 2490/1998, de 20 de noviembre, por el que se crea y regula el título oficial de Psicólogo Especialista en Psicología Clínica, y se abre un nuevo plazo para solicitar dicho título [which modifies the transitory provisions of Royal Decree 2490/1998, of November 20, which creates and regulates the official qualification of Specialist Psychologist in Clinical Psychology, and opens a new term to request said qualification]. BOE no. 142, 15 June, 20570-20571. <https://www.boe.es/boe/dias/2005/06/15/pdfs/A20570-20571.pdf>.
- Real Decreto [Royal Decree] 1146/2006, of October 6, por el que se regula la relación laboral especial de residencia para la formación de especialistas en Ciencias de la Salud [which regulates the special employment relationship of residence for the training of specialists in Health Sciences]. BOE No. 240, October 7. 34864-34870.



- <https://www.boe.es/buscar/pdf/2007/BOE-A-2007-18770-consolidado.pdf>.
- Real Decreto [Royal Decree] 1393/2007, of October 29, por el que se establece la ordenación de las enseñanzas universitarias oficiales [which establishes the organization of official university education]. BOE. No. 260, October 30, 44037-44048. <https://www.boe.es/buscar/pdf/2007/BOE-A-2007-18770-consolidado.pdf>.
- Real Decreto [Royal Decree] 183/2008, of February 8, por el que se determinan y clasifican las especialidades en Ciencias de la Salud y se desarrollan determinados aspectos del sistema de formación sanitaria especializada [which determines and classifies the specialties in Health Sciences and develops certain aspects of the specialized health training system.]. BOE No. 45, February 21, 10020-10035. <https://www.boe.es/eli/es/rd/2008/02/08/183/dof/spa/pdf>.
- Real Decreto [Royal Decree] 861/2010, of July 2, por el que se modifica el Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales [which modifies Royal Decree 1393/2007, of October 29, which establishes the organization of official university education]. BOE number 161, July 3, 58454-58468. <https://www.boe.es/boe/dias/2010/07/03/pdfs/BOE-A-2010-10542.pdf>.
- Real Decreto [Royal Decree] 378/2015, of May 14, por el que se crea la Academia de Psicología de España y se aprueban sus Estatutos [creating the Spanish Academy of Psychology and approving its Statutes]. BOE number 131, June 2, 46924-46935. <https://www.boe.es/boe/dias/2015/06/02/pdfs/BOE-A-2015-6104.pdf>.
- Real Decreto [Royal Decree] 639/2015, of July 10, por el que se regulan los Diplomas de Acreditación y los Diplomas de Acreditación Avanzada [which regulates Accreditation Diplomas and Advanced Accreditation Diplomas]. BOE number 179, July 28, 64237-64242. <https://www.boe.es/buscar/doc.php?id=BOE-A-2015-8442>.
- Resolución [Resolution] of August 26, 2010, de la Secretaría General de Universidades, por la que se aprueba la convocatoria de la prueba teórico-práctica prevista en el artículo 13 de la Orden PRE/1107/2002, de 10 de mayo, por la que se regulan las vías transitorias de acceso al título de Psicólogo Especialista en Psicología Clínica [of the General Secretariat of Universities, approving the call for the theoretical-practical test provided for in article 13 of Order PRE/1107/2002, of May 10, by which the transitory routes of access to the qualification of Specialist Psychologist in Clinical Psychology are regulated]. BOE number 212, September 1, 75970-76000. https://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-13620.
- Resolución [Resolution] of September 14, 2015, de la Dirección General de Política Universitaria, por la que se publica el Acuerdo del Consejo de Ministros de 4 de septiembre de 2015, por el que se determina el nivel de correspondencia al nivel del Marco Español de Cualificaciones para la Educación Superior del Título Universitario Oficial de Licenciado en Psicología [of the General Directorate of University Policy, which publishes the Agreement of the Council of Ministers of September 4, 2015, which determines the level of correspondence at the level of the Spanish Qualifications Framework for Higher Education of the Official University Degree of Bachelor of Psychology]. BOE No. 236, October 2, 89583-89586. <https://www.boe.es/boe/dias/2015/06/02/pdfs/BOE-A-2015-6104.pdf>.
- Resolución [Resolution] of April 26, 2019, de la Secretaría General de Sanidad y Consumo, por la que se publica el Marco estratégico para la atención primaria y comunitaria [of the General Secretariat for Health and Consumption, which publishes the Strategic Framework for primary and community care.]. BOE No. 109, May 7, 48652-48670. <https://www.boe.es/boe/dias/2019/05/07/pdfs/BOE-A-2019-6761.pdf>.
- Tribunal Supremo [Supreme court]. October 7, 2002. Sala de lo Contencioso-Administrativo, Sección Cuarta. *Sentencia sobre el Recurso contencioso administrativo 43/1999, interpuesto por la Asociación Gallega de Psicólogos Clínicos y Psicoterapeutas de la práctica privada contra el Real Decreto 2490/98* [Contentious-Administrative Chamber, Fourth Section. Judgment on the contentious-administrative appeal 43/1999, filed by the Galician Association of Clinical Psychologists and Psychotherapists of private practice against Royal Decree 2490/98]. Madrid: Autor. http://wikipersever.es/public/upload/9/166_sentencia-1.pdf.
- Tribunal Supremo [Supreme court]. October 10, 2002. Sala de lo Contencioso-administrativo, Sección Cuarta. *Sentencia sobre el Recurso contencioso Administrativo 48/1999, interpuesto por la Sociedad Española de Psiquiatría, la Sociedad Española de Psiquiatría Legal y la Sociedad Española de Psiquiatría Biológica contra el Real Decreto 2490/98* [Contentious-Administrative Chamber, Fourth Section. Judgment on the Contentious Administrative Appeal 48/1999, filed by the Spanish Society of Psychiatry, the Spanish Society of Legal Psychiatry, and the Spanish Society of Biological Psychiatry against Royal Decree 2490/98]. Madrid: Autor. http://wikipersever.es/public/upload/9/167_Sentencia-2.pdf.
- Tribunal Supremo [Supreme court]. October 10, 2002. Sala de lo Contencioso-Administrativo, Sección Cuarta. *Sentencia sobre el Recurso contencioso administrativo 49/1999, interpuesto por el Consejo General de Colegios Oficiales de Médicos contra el Real Decreto 2490/98* [Contentious-Administrative Chamber, Fourth Section. Judgment on the contentious-administrative Appeal 49/1999, filed by the General Council of Official Medical Associations against Royal Decree 2490/98]. Madrid: Autor. http://wikipersever.es/public/upload/9/168_Sentencia-3.pdf.
- Tribunal Supremo [Supreme court]. October 10, 2002. Sala de lo Contencioso-Administrativo, Sección Cuarta. *Sentencia sobre el Recurso contencioso administrativo 154/1999, interpuesto por la Asociación Gallega de Psicólogos Clínicos Privados contra el Real Decreto 2490/98* [Contentious-Administrative Chamber, Fourth Section. Judgment on the contentious administrative appeal 154/1999, filed by the Galician Association of Private Clinical Psychologists against Royal Decree 2490/98]. Madrid: Autor. http://wikipersever.es/public/upload/9/169_Sentencia-4.pdf.

