

Psychology in modern Peru: an overview since 1980

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INFORMACIÓN ART.

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ABSTRACT

As a general objective, the evolution of Peruvian psychology from 1980 to the present is described. The narrative and chronological method is used to describe the context in which Peruvian psychology develops. Based on the review of the literature, various aspects related to the training of professionals in psychology are addressed: which includes from admission to completion of studies. The role of the teacher in this specialty is also reviewed and, finally, the advancement of scientific-technological development and its contribution to this discipline is highlighted. In conclusion, although psychology in Peru has been present since the viceroyalty, it was not until the decades of 1960-1990, when it was established as an autonomous professional career. From the 1980s to the present, a series of events have occurred, favored by scientific and technological development, which have further consolidated its development.

La psicología en el Perú moderno: un recorrido desde 1980

RESUMEN

Como objetivo general se describe la evolución de la psicología peruana desde 1980 a la actualidad. Se utiliza el método narrativo y cronológico, para describir el contexto en el que se desarrolla la psicología peruana. A partir de la revisión de la literatura se abordan diversos aspectos vinculados con la formación del profesional en psicología: la cual comprende desde la admisión hasta la culminación de los estudios. Se revisa, asimismo, el rol del docente en esta especialidad y, finalmente, se incide en el avance del desarrollo científico-tecnológico y su contribución a esta disciplina. En conclusión, si bien la psicología en el Perú está presente desde la época virreinal, no es sino hasta las décadas de 1960-1990, en que se va configurando como una carrera profesional autónoma. Desde los años 1980 al presente se han dado una serie de hechos, favorecidos por el desarrollo científico y tecnológico, que vienen consolidando aún más su desarrollo.

The progress of psychology in Peru has been documented by outstanding intellectuals and academics such as Reynaldo Alarcón, Walter Arias, Ramón León, Arturo Orbegoso, among others, who with their various publications have made significant contributions regarding the origins of this discipline, which has

been present in Peru since colonial times and specifically since 1551, when the Universidad Nacional Mayor de San Marcos - UNMSM was created. Initially, psychology was included as a subject within philosophical studies. Later, it was Hipólito Unanue who, around 1808, proposed the inclusion of a psychology course

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in the medical curriculum (Alarcón, 2000; Arias, 2010; León, 2018; Orbegoso, 2020).

Cortez & Palacios (2021) when referring to the context at the beginning of the history of psychology in our environment, highlight that “From 1890 to 1920 positivism and spiritualism arrived in Peru, rivaling each other as two opposing positions within the same contextual framework of the time” (p.289). Positivism was represented by Manuel Gonzales Prada, Luis Miro Quesada and Hemilio Valdizán, while spiritualism was represented by Alejandro Deústua, Mariano Ibérico and Humberto Borja. Above all, positivism and neopositivism (Comte, Dilthey, Weber, Schlick, Wittgenstein, Carnap, etc.), Acquired special importance for psychology because of the influence they had on scientific research, by emphasizing that it should take into account what is empirically verifiable and use observation and experimentation as the basis of knowledge (Arias, 2011; Díaz, 2014; Huamán et al., 2022).

In the context described above, Honorio Delgado, from a psychoanalytic perspective, made significant contributions to the development of psychology in Peru. This approach was consolidated in the 1960s, with the presence of Carlos Alberto Seguí, who is considered its most important representative, due to the wide dissemination he gave it and the training of psychiatrists and psychologists. On the other hand, the figure of Walter Blumenfeld emerges, who represents the first psychologist, who emigrated from Germany in 1935, and, welcomed by the UNMSM, promoted the development of scientific psychology with a strong experimental component and application to the clinical and educational context (Alarcón, 2000; Jáuregui, 2002; León, 2010).

Then, in 1955, the Psychology Section was created at UNMSM and, in 1963, the Psychology Department was implemented. Livia (2014) points out that, from that moment on, the professionalization of Peruvian psychology began. The second university to have a psychology program was Pontificia Universidad Católica del Perú followed by Universidad Nacional San Agustín de Arequipa (Jáuregui, 2002).

Regarding the type of training provided, Alarcón (1968, as cited by Livia, 2014) refers that Peruvian psychology revolved in its beginnings around three orientations: one with a spiritual philosophical tendency, another scientific-experimental and a third with a psychoanalytical orientation. According to Sánchez (2016), the Pontificia Universidad Católica del Perú was framed more along psychoanalytic lines. This is also highlighted by Livia (2014), referring that it is the only university that offers a master's degree with theoretical studies in psychoanalysis. On the other hand, Universidad Cayetano Heredia, according to Anicama (2015), since its creation in 1975, assumed a theoretical-practical psychological model with an objectivist and experimental orientation. It should be noted that most universities provide a more comprehensive training: teaching subjects that include the various approaches or theoretical models of psychology.

Over time, the training of psychologists in Peru has been framed, among other aspects, by the University Law. In the last 40 years there have been two laws. Law 23733 and Law 30220. University Law 23733, passed by the Peruvian Congress in 1984, which was in use for 30 years and 7 months, was highly oriented towards the training of professionals in various disciplines, including psychology.

Subsequently, the University Law 30220 was issued by the Congress of the Republic of Peru in 2014. This law highlights the promotion of scientific research and professional training as central axes of the training process of future Peruvian professionals.

The updating of the university law was necessary due to the long period of validity of Law 23733 and has contributed to its proposed purpose, however, it requires a new review due to the accelerated changes that have occurred worldwide because of the advancement of knowledge, science and technology. This, in the case of psychologists, would not only modernize the training they have been receiving, but would also contribute to the training of professionals who address the most significant psychosocial and mental health problems experienced in the country, generate instruments, procedures, intervention programs, etc., in order to respond to the needs and idiosyncrasies of the Peruvian population.

As psychology became more present as a profession in Peru, the College of Psychologists was created in 1979. Then, in 2004, Law Num. 28369, Psychologist's Work Law, was passed (Congress of the Republic, 2004). This contributed to the legal recognition of the practice of psychology professionals. There are currently 21 Regional Councils in the country: 20 of them are recognized by the College of Psychologists of Peru. In the city of Lima there are two Councils, which have been in a legal dispute for the last 10 years. Although the College has not yet achieved an active presence in relation to the main problems of the country, the recognition of psychology as a discipline has favored the work of psychologists.

Within the Peruvian regulatory framework, Jáuregui (2002) points out that in 2002, there were 15 universities, both public and private, that trained psychologists: 9 of them were located in the Lima Region. Currently, there are 49 universities that offer the professional career of psychology: the first was the Universidad Nacional Mayor de San Marcos, founded in 1955, and the last one was the Universidad Científica del Sur in 2012 (Arias, 2014). Of these, 11 are state-run, of which 2 are located in the city of Lima and 9 in other regions. On the other hand, there are 38 private universities: 20 are in the city of Lima, 4 in La Libertad, 2 in Lambayeque, 2 in Arequipa and 11 in other cities. The above data show that most of the universities with psychology departments are located in the capital city of Lima (22 in total), with private universities prevailing over state universities. In this regard, in 21 years, 39 universities have been created in which psychologists are trained. In addition, there are 6 other universities that, although they have psychology departments, have not yet achieved institutional licensing granted by the Peruvian Government (Superintendencia Nacional de Educación Superior Universitaria (2023a). Institutional licensing is “... a mandatory process for the operation of universities...” through this the State guarantees “... that the provision of higher education complies with the CBC...” Basic Conditions of Quality (National Superintendence of University Higher Education, 2015, p.17; Congress of the Republic of Peru, 2014).

Educational aspects in psychology.

Schools” to “Departments of psychology in Peru, like those of health sciences and law, go through a mandatory accreditation process

through which the government, because of a satisfactory evaluation within the framework of national standards and excellence, publicly and temporarily recognizes them as having the highest levels of educational quality (Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa, 2017).

The demand for pursuing psychology studies, evidenced from the number of students studying psychology, has increased in Peru in recent years. In this sense, psychology is in fourth place in terms of demand, with a population of 102,508 students enrolled in 2022 (Peruvian Ministry of Education, 2023). According to gender there is a higher prevalence of women studying psychology compared to men (Anicama, 2015). The demand for studying psychology is coupled with the fact that society is becoming more and more open to requesting psychological support. In this regard, the Ministry of Health (2022), gives evidence that in the first half of 2020 the amount of demand for mental health care (709,209 cases), was increased by 16% over the same period of the previous year (649,612 cases). The prioritization of mental health care has also been highlighted, among other entities or individuals, by the Ombudsman's Office (Defensoría del Pueblo, 2018)

The admission of students to the professional career of psychology is carried out through one or two annual exams in which general knowledge of the applicant is evaluated: they are scheduled independently by each of the universities. University psychology studies in the 1980s - 1990s took an average of 6 years to complete. By 2015, Anicama said it had identified, including the internship period, that in 75% of the universities the duration was 6 years, in 12.5% it was 5 years and in the remaining 12.5% it was 4 years. According to data from the Web portal *Ponte en Carrera* (2023), it is inferred that currently, in 78% of Peruvian universities (38 out of 49), the training is five 5 years. On the other hand, in 18% of universities, 4 state and 5 private, psychology professionals are trained in 6 years and in 4%, 2 private universities, in five and a half years. As can be seen, the time it takes to study psychology in Peru, in a period of almost 30 years, has been reduced from 6 to 5 years.

In the current Peruvian context, training psychologists in an average time of 5 years, which is in accordance with the current University Law, the updating of curricula, current changes, continuous improvement, the demands of society, among other reasons, puts these graduates at an advantage over their peers who graduate in 6 years, by promoting faster access to the labor market. In addition, in the case of public universities, it results in lower expenses for the State and gives the possibility of training a larger number of young people, providing greater movement or rotation in the labor market.

Of course, the training time of the future psychologist goes hand in hand with the number of courses to be taken: these vary from one university to another. Thus, the lowest number of courses (52) is found in two private universities, while the highest number is found in a public university in the city of Lima, with 97 courses in the entire degree program: the latter even becomes anti-pedagogical, since students must take an average of 9 subjects per cycle, with insignificant credits and teaching hours.

Undergraduate courses, according to the current University Law 30220, are divided into general categories (aimed at comprehensive training), specific and specialization: the latter two provide the knowledge of the profession and the specialty. Usually, in the last

year of studies, students carry out their pre-professional internships according to their area of interest: clinical, organizational, educational or social.

The areas of interest have also been changing in Peru. In the past there were, among others, health psychology, educational psychology, social and community psychology, and industrial and organizational psychology (Jáuregui 2002). Currently, in the university system, clinical psychology, educational psychology, educational psychology and social psychology prevail. There are others such as forensic psychology, sports psychology, neuropsychology, which are more present when the student graduates and wishes to specialize.

Psychology in Peru dates back to the time of the viceroyalty and, especially, since the creation of the Universidad Nacional Mayor de San Marcos, where doctors, lawyers, priests and educators were trained. Psychology was initially taught as part of the philosophy and logic course and later became a completely independent course. During the decade of 1919, the physician-psychiatrist Honorio Delgado was the main promoter of psychoanalysis in Latin America and Peru. Later, the philosopher Pedro Zulen, after a stay at Harvard University, promoted behaviorism and Gestalt psychology at the University of San Marcos from 1920 to 1925. From 1935, Walter Blumenfeld became the main disseminator of Gestalt theory in Peru, while in later years, William Montgomery has had a wide production and dissemination of behaviorism. Later, other theoretical models emerged, such as Rogers' client-centered therapy, Berne's transactional analysis, Frankl's logotherapy, etc., (Alarcón, 2017; Arias, 2014; León, 2018; Livia, 2008).

The various psychological approaches described still coexist in Peru. Consequently, the psychologist's training during undergraduate studies, even today, is comprehensive. During the training process in psychology, various general courses are offered, as well as courses specific to the profession and the specialty. However, the training is weak in the therapeutic area and only takes into account in a cursory manner the classical currents or schools of psychology (Zanabria, 2015).

The above has prompted the creation of multiple training centers in psychotherapy to which psychology graduates can have access. Among others, there are the Centro de Psicoterapia Psicoanalítica de Lima, the Asociación de Psicoterapia Psicoanalítica, the Escuela Peruana de Terapia Gestalt, the Centro Gestáltico del Perú. Psicotrec, which offers training in Rational Emotive Behavioral Therapy. IPSICOC, which focuses on Cognitive Behavioral Therapy, the Peruvian Institute of Humanistic Psychotherapy, which is oriented towards client-centered therapy, the Peruvian Society of Transactional Analysis. In addition, several universities have incorporated therapeutic training through their master's degree programs.

In summary, at present, several classical psychological and therapeutic currents are present in the training process of future psychologists. In metropolitan Lima, two of the most representative universities in the training of psychologists in Peru, the Universidad Nacional Mayor de San Marcos and the Pontificia Universidad Católica del Perú, state that they train professionals under a humanistic approach and oriented to the integral development of their students, through a curriculum that includes all the paradigms, models and theories of psychology without prioritizing any of them. A third university, Cayetano Heredia, in addition to humanistic and integral

training, emphasizes training dedicated to the scientific study of the mind and human behavior (Universidad Nacional Mayor de San Marcos, (2024); Pontificia Universidad Católica del Perú, 2024; Universidad Cayetano Heredia, 2024).

Research training, in accordance with the University Law 30022, acquires special importance, especially if we take into account that it defines the university as the "... academic community oriented to research and teaching...". Based on the above, research in psychology has two aspects 1) that go hand in hand with the development of competencies, and 2) in which formative research and research training are promoted.

Formative research is oriented to promote the incorporation or development of skills that contribute to lifelong learning: it implies learning from research, from the management of their own learning, and it takes place during the time required for academic studies. On the other hand, research training is consolidated in the production of an academic work, usually for the purpose of obtaining a professional degree (Miyahira, 2009).

Psychological research, however, has not yet achieved a significant positioning and development. This is due to several reasons, including the lack of interest of the Peruvian government in strengthening research activity with a greater increase in the budget for this activity: Peru is a country in South America with a low budget for education and consequently, research. This is exacerbated by inefficient budget execution and the failure to prioritize spending on priority issues for national development (Instituto Peruano de Economía, 2020).

On the other hand, although universities are, by law and by their very nature, centers for the promotion of knowledge, intellectual production, research, etc., they are disjointed in relation to the problems and needs faced by the country: this is explained by the fact that the university, from its origin, did not respond to the needs of society or the State, but rather served the ruling class and the church.

The early creation of universities in Peru was useful to colonial interests and had a strong elitist and selective component due to the need to train theologians, philosophers, doctors and scholars who were in charge of the evangelizing task and men prepared to meet the needs of those times. Intellectual occupations that, in addition, generated abundant social considerations, honors and above all public employment for the sons of the crown officials and the colonial aristocracy (Sota, et al., 2002; Villarán, 2002).

The National Council of Science and Technology - CONCYTEC highlighted in 2016 that "The training programs with research

orientation offered by universities are not aligned with social, economic and environmental needs; and present few contributions to the solution of the problems of that sector" (p.13). Psychology as a discipline is not exempt from the limited contribution to the problems facing the country.

National problems such as mental health, corruption, the crisis of values, crime, violence in its different manifestations, the serious crisis in education, the various social conflicts, the lack of modernization of the state sector, poverty, etc., are common problems in the various regions of the country, therefore the governing body of research, CONCYTEC, should regulate basic and common guidelines, so that the scientific production generated in universities and other institutions that generate knowledge, are linked to the needs and requirements of

the country. On the contrary, a CONCYTEC guideline is: "Prioritization is the process by which an institution determines which lines of research it wishes to promote with greater emphasis and which may have greater impact on its region and national or international projection" (Consejo Nacional de Ciencia y Tecnología, 2019, p.8).

Of course, arguments such as the above have not promoted a greater articulation of the university, and specifically of psychology, with the government regarding the management or solution of the central psychosocial problems that occur in the country.

A brief review of the lines of research in psychology (Table 1), of the six private universities and one public university located in the city of Lima, which have been identified by the Scimago 2023 Ranking as the most recognized, shows that they are dispersed. Thus, some have general and specific lines of research, others do not; there are lines that are not very common among them; some have few lines of research and others go beyond them by considering many specific topics. There are topics that become interesting and others that have been widely addressed and even vetoed in some universities (e.g., performance, work climate, Burnout, etc.). Perhaps the lines that stand out the most are those of the UMNSM because they have been organized according to the objectives of sustainable development. Only two universities have psychometrics as a line of research, but there is not a culture oriented towards the creation of tests, but rather towards adaptation: this becomes critical in that to date many psychological and psychosocial issues have yet to be addressed, especially in the interior of the country.

As for the theses. The scarce systematization in this respect allows us to identify that in Peru quantitative theses prevail over qualitative ones. Likewise, in relation to research design, correlational research is more common (Mamani, et al., 2021; Mamani, 2018), followed by comparative and, on a smaller scale, experimental. Sánchez (2017, p.17) argues that these "studies respond more to pragmatic, political, media, commercial or social interests driven by each thematic wave of the moment". In the last five years, systematic and meta-analytical researches have been acquiring greater presence: this can be seen in some university repositories.

The process of obtaining the academic degree or professional title of the psychology graduate is regulated by the University Law. In this regard, since 1991, through Legislative Decree 739 of the Congress of the Republic of Peru (1991), Article 22 of University Law 23733, which had been in force since 1984, was amended to read as follows: "Only the Universities grant the academic degrees of Bachelor, Master and Doctor. In addition, they grant, in the name of the Nation, the professional degrees of Licenciado and their equivalents that have their own denomination..." (p.1).

Regarding the academic bachelor's degree, which even in 1991 was obtained through the presentation of a thesis, Legislative Decree 739 (1991) established that "Once the studies have been satisfactorily completed, the bachelor's degree will be automatically granted" (p.1). This provision was in force until 2014, when the new University Law 30220 (2014) came into force, which states that in order to obtain the bachelor's degree it is required "to have passed the undergraduate studies, as well as the approval of a research work and the knowledge of a foreign language, preferably English or native language" (p.24). Since the application of norms in Peru is not retroactive, this provision

Table 1. Research lines of the 7 peruvian psychology departments recognized in the field of research

UCH	PUCP	UNMSM En función a los Objetivos para el Desarrollo Sostenible	USIL líneas generales y especificas	USMP líneas específicas	URP	UPC
<ol style="list-style-type: none"> 1. Citizenship, education and family. 2. Digital culture 3. Psychology and addictions. 4. Violence and equity. 5. Psychological well-being and mental health. 6. Development of intelligent, creative and scientific behavior. 7. Psychology and environment. 8. Organizational behavior. 9. Psychological well-being in educational institutions. 	<p>Cognition and learning and development.</p> <p>Democracy, citizenship and human rights.</p> <p>Gender.</p> <p>Interculturality.</p>	<ol style="list-style-type: none"> 1. Cross-cultural psychological research. 2. Resilience. 3. Psycho-educational impacts of childhood malnutrition. 4. Food and Andean philosophy and psychology of the good life. 5. Food security and the psychological profile. 6. Well-being and psychological discomfort. 7. Formative competencies of good learning performance. 8. Learning styles and personal development (self-concept, self-esteem, personality). 9. Educational, incorporation, development and graduation profiles. 10. Gender empowerment. 11. Gender equality. 12. Psychological profile of men and women. 13. Psychology of public safety and psychosocial risk management. 14. Psychology of productive work: Personality and attitudes. 15. Economic psychology: The behavior of economic growth. 16. National projects and psychology of national identity. 17. Competitiveness and Leadership: Psychological profiles. 18. Axes of development of protection to the person. 19. Psychological health and prevention of contamination. 20. Diagnosis of regional mental health. 21. Psychosocial management of natural resources. 22. Transcultural psychological research. 	<p>General line: Human sciences, art and education</p> <p>Specific lines:</p> <ol style="list-style-type: none"> 1. Cognition and learning. 2. Psychometrics in educational dimensions. <p>General line: Health, nutrition, food and related aspects.</p> <p>Specific lines:</p> <ol style="list-style-type: none"> 1. Psychological Wellness and Mental Health 2. Occupational Health and Work Environment 3. Psychometrics in Health Dimensions 	<ol style="list-style-type: none"> 1. Temperament, 2. Emotion regulation, 3. Quality of life, 4. Anxiety, 5. Depression, 6. Stress, 7. Parenting practices, 8. Self-concept <hr/> <ol style="list-style-type: none"> 1. Test anxiety, 2. Academic procrastination 3. Academic self-efficacy, 4. Academic burnout 5. Academic engagement, 6. School violence (Bullying), 7. School and family climate <hr/> <ol style="list-style-type: none"> 1. Burnout syndrome, 2. Self-efficacy, 3. Commitment, 4. Work stress, 5. Positive affect at work, 6. Work performance, 7. Innovative behavior, 8. Work absenteeism, 9. Organizational climate, 10. Mobbing Labor, 11. Social support at work, 12. Psychological well-being, 13. Job satisfaction, Quality of work life <hr/> <ol style="list-style-type: none"> 1. Internet addiction, 2. Social media addiction, 3. Video game addiction, 4. Physical exercise addiction <hr/> <ol style="list-style-type: none"> 1. Structural analysis, 2. Factorial invariance, 3. Multivariate, statistics, 4. Psychometrics <hr/> <ol style="list-style-type: none"> 1. Quality of life, 2. Self-esteem and physical self-concept, 3. Physical activity, 4. Eating habits, 5. Self-regulation <hr/> <ol style="list-style-type: none"> 1. Gender violence, 2. Discrimination and vulnerable groups, 3. Personal and social identity, 4. Spirituality and religiosity, 5. Attitudes towards migration 	<ol style="list-style-type: none"> 1. Clinical psychology and mental health. 2. Educational psychology. 3. Organizational psychology. 4. Social psychology. 5. Psychology and neuroscience 6. Basic psychology. 7. Psychology of learning. 	<ol style="list-style-type: none"> 1. Psychological intervention. 2. Sport psychology. 3. Cyberpsychology.

Note: own preparation

became effective five years later, however, due to the COVID-19 pandemic, year after year it has been postponed by Congress, the last decision implied extending it until the end of 2023. With these facts, to date it has been 32 years that in Peru there has been no research needed to obtain the Academic Degree of Bachelor in Psychology, or in other disciplines. Of course, this is detrimental to the training and scientific production that should be produced in the university and has several collateral consequences.

On the other hand, regarding the professional degree, in 1991 (p.1), when the University Law 23733 was modified, it was incorporated that it will be obtained from: "(a) the presentation and approval of the thesis, (b) after being graduated and having rendered professional services for three consecutive years in work proper to the specialty. A paper or other document must be presented at the discretion of the University, and, c) any other modality deemed convenient by the University". This last alternative was one of the ones that most affected Peruvian university psychological research.

Research was affected as the prevailing modality to obtain a degree up to that time was to do a thesis. As of Legislative Decree No. 739, the departments of psychology, like those of other specialties, began to promote refresher courses. These courses allowed them to obtain a higher economic income, were developed in an average period of 3 months and granted the degree in a faster way, unlike the thesis modality.

The new degree modality led to a significant reduction, if not elimination, of the research activity by thesis for approximately 15 years. This was progressively reversed when the compulsory certification of the quality of studies (accreditation) was introduced in some psychology departments by Law 28740, with which the government created SINEACE in 2006. In the case of psychology, despite the fact that accreditation is mandatory and the time that has elapsed, only 4 private universities (Pontificia Universidad Católica del Perú, Universidad Católica de Santa María, Universidad Católica San Pablo, Universidad Peruana de Ciencias Aplicadas S.A.C.) currently have this certification (Superintendencia Nacional de Educación Superior Universitaria, 2023b). These data only reflect the fact that the quality of teaching does not yet prevail in the system of university higher education oriented to the training of psychologists in Peru.

It should be noted that Peruvian universities usually require their students to submit research work at the end of their studies. In the past (1980's), theses could contain up to three volumes and had a number of pages that exceeded 100 and reached 400. They even had to include the tests used, including the manual, the question booklet, the answer sheet, the grading key, the scales, etc. Nowadays, this has been changing and, in general, thesis works in the most conservative universities comprise between 75 and 120 pages, which may vary slightly. In some, very few leading universities, their psychology graduates are required to submit a scientific article with an average of 20 pages: in addition, they encourage their students to submit or publish articles in indexed journals.

Before entering the era of technology, theses, after the presentations, remained on the shelves of the libraries of psychology departments, as was also the case in the departments of other disciplines, restricting their review and use mainly to their students. Now they have greater diffusion thanks to the implementation of

virtual repositories, product of Law 30035, given by the Congress of the Republic of Peru in 2013, which regulated its implementation by any organization that generates scientific production, in order to better manage the country's academic and intellectual productive activity. The information generated, finally, is consolidated in a national repository, called Alicia, which is managed by the National Council of Science and Technology - CONCYTEC: thanks to this, theses and other productive research and intellectual activities have greater visibility and dissemination at national and international level.

It should be noted that the Peruvian Government grants on behalf of the nation, through the various universities, the Academic Degree of Bachelor in Psychology and the Professional Degree of Bachelor in Psychology. Regardless of the above, the training of the psychologist is oriented more towards forming a general psychologist, who could later pursue a specialization, or other types of studies. There are, however, exceptions in very few universities (2), in which, after a certain cycle of study, the student is oriented towards a specific field of psychology: a mention that does not appear when the corresponding diploma is awarded.

With regard to graduate studies in psychology, it should be pointed out that they gained strength in 1985, but were interrupted from 1991 to 1996, especially in the universities of San Marcos, Cantuta and Engineering, because they were intervened by the Peruvian Army and the National Police of Peru, due to the suspicion that there were terrorists in the student housing. Subsequently, with the Reorganization Commissions of the state universities, graduate classes were resumed. The demand since then has been high, however, the quality of research is not as expected, as evidenced in the various Latin American rankings.

Teaching in the training of psychologists.

Regarding teachers, when reviewing the history of psychology, it is highlighted that teaching initially fell on philosophy professors, later doctors, psychiatrists and neurologists were incorporated" (Alarcón, 2000; Arias, 2010; León, 2018; Orbegoso, 2020). Even in the 1980s it was common to find some psychiatrists teaching in classic courses in the various departments of psychology such as psychopathology I or psychopathology II, or in courses on neuroanatomy or psychophysiology, behavioral neurosciences, biological bases of human behavior, etc. At present, the university professorship in psychology is practically composed of professional psychologists. Thus, in addition to the aforementioned subjects, we can find them teaching the epistemological foundations of psychology or social psychology, previously taught by philosophers or sociologists; the introductory course in statistics or applied statistics, etc. In other words, psychologists have increasingly taken over the diversity of courses that are usually taught in the training process of future professionals in this specialty.

It should be noted that until a few years ago there was a great mobility of psychology teachers to the interior of the country, these were hired in order to strengthen the quality of teaching provided by the new departments of psychology. Some psychologists chose to stay and reside in different cities, others only traveled with some

regularity, however, as students have been graduating, obtaining various academic degrees, specializations, diplomas, etc., many of these new professionals have been hired as teachers and mobility has been reduced. The academic mobility of teachers (and also of students) outside the country has also increased, and this is due to the fact that one of the accreditation standards is aimed at evaluating the exchange and academic mobility of teachers and students: the creation of agreements with foreign universities has also favored the latter.

Of course, the teaching practice in psychology, as in other disciplines of higher education, whether technical or university, responds to an empirical practice: there are no higher education teacher training centers. Therefore, there is a prevailing intention, interest or circumstances that lead various psychologists to become teachers and, in their daily work, to learn various teaching and didactic strategies that allow them to improve their performance.

With regard to the academic degrees of psychologists who teach at universities, these have been varying. Thus, while in Peru in the 80s, 90s, and even in 2000, there was a population pyramid in which the largest number of teachers were bachelors, followed by teachers and some doctors, with the passage of time this pyramid has been changing. At present, a large group of professors are masters, and a smaller number are doctors. This is due to the fact that the University Law 30220, which came into force in 2014, states that it is a requirement for undergraduate teaching to have the academic degree of master.

With regard to the scientific production of psychology teachers and students, this has also varied. Thus, before the technological era, it was characterized by addressing various topics and then being presented at scientific events or published in national or foreign journals in physical format: currently there are some universities that still publish in this type of format. Usually, psychology departments used to have several journals, usually made by the department, by the teachers, by the postgraduate office, by the students, etc. It should be noted that modernity, globalization of information, technological progress, etc., has led in recent years to promote the culture of publishing digitally in indexed journals, which contributes to greater visibility of scientific production.

The National Scientific, Technological and Technological Innovation Registry, which includes Peruvian researchers living in Peru and abroad, reports the certification of 139 psychologists (National Council of Science and Technology, 2023). This figure represents less than 0.05% assuming that the population of registered psychologists exceeds 30,000: it is a very insignificant figure. We rank 14th among registered disciplines and are well below health sciences and biological sciences, 824 and 627 registrants, respectively.

It should be noted that the registration of qualified researchers in psychology is very low in Peru, despite the fact that the State has been promoting since 2017 a special bonus for the state research professor, in the case of the ordinary, principal and full-time professor, amounts to 3 778.66 nuevos soles (Ministry of Economy and Finance, 2023).

A fact that has served as a counterweight to the ailing research in Peru, and among them to psychology, has been the elimination in universities of the Administrative Vice Rectorate, to give way to the creation of the Vice Rectorate of Research, in some cases, even, this change occurs since 2005, before the new University Law 30220

was enacted in 2014, which explicitly alludes to this Vice Rectorate, although without being mandatory.

It should be noted that in the 1980s, Peru was already working with various guidelines and standards of the American Psychological Association - APA. This became significant for psychology, inasmuch as CONCYTEC, as the governing body for research, assumed this model, which quickly spread to the university system. Even today, the application of this model is frequent at both the undergraduate and graduate levels. Perhaps the exception is in the area of health, where it has recovered its space by promoting greater use of the Vancouver norms.

The advancement of psychology as a profession, despite all the adverse events, led to the teaching activity of a significant number of professionals, as teachers of other disciplines such as administration, education, environment and sustainable development, various areas of health (health services management, public health, dentistry, nursing, physical rehabilitation, etc.).

One aspect that has not been addressed to date is the presence of psychologists in the Peruvian Armed Forces and National Police, as well as in the Marine. Although there are no statistics available on the employability of psychologists in these institutions, it is well known that they are frequently admitted or called to work in them.

Like any other personnel, psychologists in these organizations are subject to rotation through different units within each institution. Currently, there are psychologists assimilated as health professionals or service officers -they are admitted with the rank of Captain- and others as civilian professionals: they usually work in the various operational units that exist in each of these institutions. In addition, psychologists perform activities in the clinical field in the respective hospitals or polyclinics; educational in the basic education instruction centers, undergraduate or graduate schools or recruit schools; organizational in the units themselves.

Scientific and technological development and psychology.

Technological development has contributed significantly to knowledge and research in Peruvian psychology. Thus, in the 80's and even 90's, several organizations had their computers, such as Apple or IBM, with models that are now part of history (with 286, 386 processors, etc.), hard disks with reduced capacity and the need for external 5¼ or 3½ inch diskettes to store information. The software for writing articles was Word Perfect; later, around 1995, Windows as we know it today would emerge.

As for statistical software that could have contributed to research, it was practically nil: towards the end of the 1990s, isolated functions for making calculations such as Excel or small statistical programs that came in CD format emerged. Then, in 1995, Dr. Candela, who was returning from studying at the Complutense University of Madrid, presented a lecture on data processing with the SPSS v.5.5 Statistical Program to the professors of the Postgraduate School of the Federico Villarreal National University: he would do the same at the UNMSM around the year 2000. The use of SPSS would later be extended to other university institutions. This program, currently acquired by IBM, has been widely used for many years by psychologists from

different universities in the country and is being left aside due to the emergence of other programs such as Jamovi, Jasp, Factor Analysis, R, Stata, M-plus, etc., which may or may not be free, easy to handle, and even obtain the results in APA format.

It should be noted that the literature between the 1980s and 1990s was very limited and there was little access to quality information. In those years, the Universidad Particular Cayetano Heredia and then the Pontificia Universidad Católica del Perú acquired DVDs containing various scientific publications, especially abstracts of scientific articles from previous years, which they sold to anyone interested in researching a particular topic: in our case, psychology. The information provided was usually delivered on diskette or printed in the classic continuous format sheets.

Around 1992, the INTERNET was incorporated into the Peruvian market and gained greater presence and massification around the year 2000. This marked an important milestone in the development of research in psychology, as global information began to be available in real time: browse Through the Internet it allowed us to acquire new information, through texts or scientific articles, to learn about new topics, psychological tests, scales, inventories; communicate more quickly and directly with researchers or organizations from other countries; quickly obtain various information and many more benefits. Rapid communication bridged gaps and promoted the advancement of psychological research as seen in Figure 1 of the Scimago Report (2024).

An important change, after the Covid-19 pandemic, is that as of this year several private universities have incorporated semi-presental and virtual -synchronous or asynchronous- studies into psychology training. This is favored by the use of platforms that can be used for this purpose and various software, such as SUMADI, used for the

programming and supervision of exams, without the presence of the teacher. On the other hand, it is favored by the use of technology or online tools, such as Hyflex, which integrates face-to-face and remote students in the same class session. For this, it is essential to have rooms with high-definition cameras, whiteboard scanners, support screens, speakers and streamdeck-type devices.

The presence of platforms such as Moodle, Blackboard, Teams, Zoom, etc., are contributing to the more direct and universal training of psychology professionals. To this should be added the importance of social networks, especially among the new generations of psychologists, who use them not only for social interaction, but also as a means of searching for job opportunities, for academic and research purposes, etc. Regarding the latter, it is worth mentioning that, as a result of the Covid-19 pandemic and the need to minimize contact with others, social networks such as Facebook, Instagram, Twitter, LinkedIn and, in the case of messaging, WhatsApp, Messenger and Telegram have been used to collect information-data from research work.

In the case of scientific research in psychology, it is also worth mentioning the presence of virtual tools such as Google Forms and Monkey, among others, which contribute to the development of questionnaires and scales, which are subsequently socialized through social networks, allowing to obtain various information of interest especially within the research activity. In addition, their structure has contributed to obtain in a short period of time the respective database -with a zero possibility of error when grading the answers given to the items-, and to have basic results at a descriptive level. On the other hand, we have reference organizers such as Mendeley and Zotero, which are the most widely used and allow better management of references.

Figure 1. Evolution of research in peruvian psychology



Note: taken from Scimago, 2024

Special mention should be made of the still timid incorporation of artificial intelligence into the field of training and research among psychologists in the last year. In this respect, there are still disagreements in the university environment regarding its use. Of course, in any process of transition or change, a constant has always been a certain resistance in a certain sector of the population. The detractors of this tool claim that it promotes plagiarism: in practice this is not entirely true, since one must know how to use it or learn along the way. Of course, the new generations that are being trained as psychologists are more open to this type of technology, since they are digital natives.

Artificial intelligence Artificial Intelligence is based on algorithms that helps to provide consolidated information on a given subject. There are several types and its usefulness can be oriented to Chatbot, design, video, content, presentation graphics, among others. Sometimes, artificial intelligence, such as Chat GPT, highlight that they do not have direct access to the Internet or database. In psychological research, use can be made of Perplexity AI, Scispace AI, Elicit AI, and Concensus AI, which are artificial intelligence models that, in addition to the information provided, include the sources from which the information was obtained.

Last but not least, it is important to point out the absence of outstanding professionals who have promoted the development of psychology in Peru and the training of new generations of psychologists. Among others: Raúl Gonzales Moreyra (1934-2002), Víctor Manuel Amorós Terán (1930-2005), Luis Estrada de los Ríos (1933-2008), Leopoldo Chiappo Galli (1924-2010), Violeta Tapia Mendieta (1930-2014), Reynaldo Alarcón Napurí (1924-2020), Nelly Ugarriza Chávez (1944-2022).

Conclusion

1. Psychology in Perú was practically born since the Viceroyalty, when the first university in South América was officially founded in 1551: Universidad Nacional Mayor de San Marcos. This has been the cradle where outstanding professionals have been trained and where Peruvian psychology was born.
2. The training of Peruvian psychologists, from the 1980s to the present, has gone through a series of ups and downs, of advances and setbacks, of regulatory and legal successes and failures, which have had a more unfavorable than positive impact on the consolidation of professionals, especially researchers, who contribute to the solution of various problems in the country. In addition, there is still a lack of coordination between the university and the State.
3. The teacher plays a fundamental role in the training of future generations of psychologists, however, in the state sector, there is still a demand for various conditions, both from the teacher and from outside, that contribute to this activity being exercised with dignity and well-being.
4. The scientific-technological development, produced in the last two decades and especially in the last five years, has contributed to the development of psychology in Peru. Access to knowledge of software and programs that could accelerate the configuration

and development of a Peruvian psychology is becoming more and more rapid.

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