

Teaching Psychology
around the World
(Volume 4)

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Edited by

Grant J. Rich,
Alfredo Padilla-López,
Luciana Karine de Souza,
Lucy Zinkiewicz,
Jacqui Taylor
and Jas Laile Suzana Binti Jaafar

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This book is dedicated to Sherri McCarthy
(1958-2017).

Sherri was the lead editor on the first three volumes of *Teaching Psychology around the World* and a cherished friend and colleague. We miss her dearly.

This book is also dedicated
to Lucy Zinkiewicz
(1967-2018).

Lucy was a key co-editor for this current volume of *Teaching Psychology around the World* and passed away shortly after the book was submitted for publication. We are grateful for her many significant contributions both personally and professionally. She is deeply missed.

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INTRODUCTION

TEACHING PSYCHOLOGY AROUND THE WORLD: AN OVERVIEW

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Psychology is changing. Or to be more precise, it is continuing to change in ways that more closely reflect its global origins in health, medicine, philosophy and academic psychology (Baker, 2012; Rich & Gielen, 2015). For instance, today scholars estimate that nearly three-quarters of all psychologists are outside the U.S.A. (Stevens & Gielen, 2007). Although currently psychology is growing faster outside the USA and Europe than within it (Zoma & Gielen, 2015), for much of the middle twentieth century, psychology was largely dominated by these regions, in particular reflecting the influences of psychoanalysis and behaviorism. This book aims to serve as a corrective to a psychology centered only in Europe and the USA. The thirty-one chapters here focus on each major geographic region of the world, Latin America, North America, Africa, Australia, Europe, and Asia, and in fact the largest sections are Latin America and Asia, and the smallest one is Europe! The nearly seventy authors hail from diverse nations around the globe, from Argentina, Brazil, and Colombia, to South Africa and Sweden, to Malaysia and Indonesia, among many others. That said, there are regions that we hope will be better represented in psychologists' projects in the future, including more of the Caribbean, the Middle East, Southeast Asia, and the Pacific Islands.

Thankfully though, despite what those working in psychology at mid-century may have predicted then, the zeitgeist appears now to be favoring the internationalization of psychology. Recently a number of high-profile books, journal articles, and encyclopedia entries have focused on the topic. For instance, Leong, Pickren, Leach, and Marsella (2012) published *Internationalizing the Psychology Curriculum in the United States*, and

Gross, Abrams, and Enns published *Internationalizing the Undergraduate Psychology Curriculum* in 2016. In 2017, Rich, Gielen, and Takooshian published *Internationalizing the Teaching of Psychology*, with 73 distinguished contributors from 21 nations, and with chapters internationalizing each major core content area in psychology as well as chapters focused on internationalizing emerging topics as well, such as the psychology of gender. In 2016, *American Psychologist*, the leading journal of the American Psychological Association, published an article focusing on internationalizing the psychology curriculum, signifying the relevance and value of the topic to the entire profession (Takooshian, Gielen, Plous, Rich, & Velayo, 2016). Furthermore in 2016, *Oxford Bibliographies* published a new peer reviewed annotated bibliography on International Psychology, demonstrating how this discipline is related to, but also unique from, such topics as cultural psychology and psychological anthropology (Takooshian, Gielen, Rich, & Velayo, 2016).

Finally, one must note the many thriving and expanding international psychology organizations, for instance, in the USA, APA's Division 52 (International Psychology) celebrated its 20th anniversary in 2017, and the group now publishes a well-respected journal as well as a quarterly bulletin (Kuriansky & Gielen, 2016). One may also note the *International Council of Psychologists*, which also sponsors a newsletter as well as conferences, advocates for internationalizing teaching, and recently is publishing a book to celebrate its 75th Anniversary (Rich & Gielen, in press). To offer another example, APA's Society for the Teaching of Psychology (Division 2) recently began Project Syllabus, to internationalize its collection of model sample syllabi, so that scholars around the globe can access on the web exemplars of course materials that have been peer reviewed and evaluated and that are diverse in content. Many of these organizations also sponsor sessions at conferences, including those focused on teaching. For instance, at the 2018 APA Annual Convention, at least two symposia feature international psychologists presenting on global perspectives on psychology education and training (Rich, 2018; Rich & Gielen, 2018). Additional organizations are also working to internationalize psychology teaching, including regions in which psychology has been less often taught until recently, such as in the Caribbean (Rich, Gibbons, & Maynard, 2015) and in Africa.

Also worthy of mention is the International Association of Applied Psychology (IAAP), which is arguably the oldest international association of psychologists and was founded in 1920. With official languages of both French and English, it currently has over 1,500 members in over 80 nations, and its mission is to "promote the science and practice of applied

psychology and to facilitate interaction and communication among applied psychologists around the world” (IAAP, 2018). Its publications include the journals *Applied Psychology: An International Review*, and *Applied Psychology: Health and Well-Being*. The IAAP also holds conventions, most recently in Montreal, Canada in 2018, in Paris, France in 2014, and in Melbourne, Australia, in 2010.

In addition it is critical to describe the International Union of Psychological Science (IUPsyS), which was founded in 1889 during the First International Congress in Paris. Today it features 82 member nations with 20 affiliated organizations, thus representing about a million psychologists internationally with foci on both psychology as a science and as an applied profession. (IUPsyS, 2018). It holds a large Congress every four years, which is Olympian in size, and top notch in quality. Recently, the Congress was held in Yokohama, Japan in 2016, and in Cape Town, South Africa in 2012. There were nearly 8,000 psychologists from about 95 nations at the Yokohama Congress. In 2020, the next Congress, in Prague, Czech Republic will be held, and after that a Congress in Brazil is scheduled. The 2012 Congress represents the first time the International Congress of Psychology (ICP) met in Africa, and a number of presentations emphasized teaching (Rich & Gielen, 2012; Rich & Kuriansky, 2015). The IUPsyS also publishes the *International Journal of Psychology*, a Bulletin, and occasional books (e.g., Cooper & Ratele, 2014a, 2014b).

The Caribbean Regional Psychology Conference (CRCP) has met every other year since 2011, including in the Bahamas, in Suriname, and in Haiti, and is scheduled to meet in Kingston, Jamaica in 2018 (CRCP, 2018). CRCP often holds pre-conference workshops, such as on Disaster Mental Health and Grant Writing, including some on teaching, such as a Psychology Education and Curriculum Workshop. Associated with CRCP is the Caribbean Alliance of National Psychology Associations (CANPA) (CANPA, 2018). CANPA provides “a regional network of national organizations and groupings of psychologists throughout the broader Caribbean, embracing all the linguistic and cultural diversity found in the region” and is “organized to advance psychological knowledge, research, skills, and practice in the service of Caribbean well-being and development, while addressing the professional interests of psychological practitioners, academics and researchers.” CANPA aims to foster a psychology that is “relevant to local issues and realities in the Caribbean” and its “Member Associations are national associations of psychologists in Caribbean countries/territories and an organization of individual psychologists in Caribbean countries/territories where there is no national association of

psychology or in the Caribbean diaspora” (CANPA, 2018). Reflecting the growth of psychology in these regions described above, this book includes contributions from both of these areas, Africa, and the Caribbean.

Space precludes a full discussion of other international psychology organizations, or the many individual national level psychology organizations, but one should also take note of the recently founded Pan-African Psychology Union (PAPU, 2018), which held its first conference in Durban, South Africa in 2017, and which includes 20 African nation members. Other prominent regional psychology associations include the European Federation of Psychologists’ Associations (EFPA), which includes 36 national psychology associations (EFPA 2018), publishes the journal *European Psychologist* and represents over 300,000 psychologists. The European Federation of Professional Psychologists Associations (EFPA) was formed in Germany in 1981, after representatives of 12 national psychology associations agreed to its creation. *European Psychologist* is a quarterly peer-reviewed journal which was first founded in 1996. Its next convention is slated for July 2019 in Moscow, Russia. EFPA also sets the standards for EuroPsy (or European Certificate in Psychology), a European measure of education, professional training and competence in psychology. EFPA notes that “the Basic EuroPsy Certificate presents a benchmark for independent practice as a psychologist that can be issued to a psychologist who has demonstrated that they have met these standards” (EFPA, 2018). EFPA continues to note that “the EuroPsy standard requires a five year university education in psychology with a recognised curriculum, plus one year of supervised practice” Certificants must also commit to abide by the Code of Ethics, and to agree to complete Continuing Professional Development (CPD). Valid for seven years, The EuroPsy certificant must then pursue revalidation for purposes of quality control, such as demonstrating current competence and gaining up-to-date knowledge.

Lastly, along with a Bulletin and a book series, the Sociedad Interamericana de Psicología (SIP) has published the *Interamerican Journal of Psychology (IJP)* since 1967 (SIP, 2018). SIP was founded in Mexico City in 1951 and is a member of the International Union of Psychological Sciences (IUPsyS). Through such groups, SIP is connected to international organizations such as UNESCO. Notably, SIP includes members from North, Central, and South America and the Caribbean and its official languages are Spanish, English, Portuguese, and French. Its Interamerican Congress of Psychology has been held throughout the region, recently in Brasilia, Brasil (2013), Lima, Peru (2015), Mérida, Yucatán (2017), with the next one scheduled for Havana, Cuba in 2019,

and Paraguay in 2021. SIP also sponsors smaller regional conferences, in alternate years, most recently in Bolivia (2012), in El Salvador (2014), in Argentina (2016), and in Nicaragua (2018).

This current volume, *Teaching Psychology Around the World*, is part of a series of books on internationalizing psychology teaching sponsored by ICOPE, the International Council of Psychology Educators. The official aim of ICOPE is “to advance psychology education around the world. The structure of ICOPE includes a full membership category of psychology educators and an affiliate membership of psychology students. The incorporated association builds upon the ICOPE conferences initiated by Victor Karandashev and Sherri McCarthy (see the ICOPE website: <http://www.psychliteracy.com/icope-inc/>). Currently ICOPE is led by Mohammad Rahman (University of Dhaka, Bangladesh), and many of the editors and authors of this book are members or current, future, or past leaders of ICOPE. Jacqui Taylor will take the lead of ICOPE in July 2018 (ICOPE, 2018).

The present volume is the fourth one in a book series begun by the late Sherri McCarthy. Sherri was lead editor of the first three volumes of the Cambridge Scholars Publishing *Teaching Psychology Around the World* series (2007, 2009, 2012), and she began the fourth volume as well. In particular she attracted the co-editors for this book, and invited and accepted a number of chapters, particularly in the Latin America and Asia sections. Before her passing in 2017, I was named lead editor of this fourth volume, and benefitted from the framework Sherri began, and also expanded sections and added many chapters for other geographic regions. I am grateful to the chapter authors and my coeditors for their work in completing this book under such challenging circumstances. Many of us viewed Sherri as a mentor and guide, and such a role is indeed critical for career and professional development and success in psychology. Sherri served admirably in such contexts as introducing senior scholars to promising young graduate students, connecting early career professionals to attractive publication, research, and teaching opportunities, and in general serving as a positive hub of activities relevant to international psychology, all actions that helped her mentees advance (McCormick, Rich, Harris O’Brien, & Chai, 2014; Gielen, Rich, & Sirikantraporn, 2017)

It is critical to say a few additional words about Sherri, as she was an inspirational leader in international psychology, especially internationalizing its teaching. Sherri was professor of educational psychology, counseling, and human relations at Northern Arizona University in Yuma, though she taught at a broad range of institutions around the globe, including as

Fulbright Scholar in Russia, a CNPq Scholar in Brazil, and as a visiting faculty member at institutions in Indonesia, Italy, Malaysia, Mexico, and Pakistan. Sherri published extensively and in addition to the first three well-received volumes (Rich, 2014) of *Teaching Psychology Around the World* (2007, 2009, 2012), books she co-edited included *International Handbook of War, Torture, and Terrorism* (Malley-Morrison, McCarthy, & Hines, 2012), *Psychology at Work in Asia* (McCarthy, Jaafar, Kamal, & Zubai, 2013), and *Building Asian Families and Communities in the 21st Century* (Jaafar & McCarthy, 2009). Among books she authored or coauthored were *Preventing Teen Violence* (McCarthy & Hutz, 2006) as well as works of fiction such as the historical novels *Roses in the Dust* (2013) and *Shores of the Heart* (2016). Sherri taught a range of courses and topics, from personality adjustment, testing & assessment, and behavior management, to self-management techniques, developmental diversity and adolescent psychology. She was known internationally for her work in peace psychology, the application of psychology to criminal justice and education, and especially the internationalization of the teaching of psychology. She was a founding member both of APA's Division 52 (International Psychology) and of ICOPE (International Council of Psychology Educators), and held numerous leadership positions in her career, including the Board of Directors of the Asian Psychological Association. She was a Fellow of the American Psychological Association as well as of its Division 52 (International Psychology). Sherri will be remembered as both a truly extraordinary international psychologist, as well as a warm, approachable and kind human being to both students and to her many professional colleagues across the globe. We miss her terribly and dedicate this book to her.

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LATIN AMERICA SECTION

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CHAPTER ONE

TEACHING PSYCHOLOGY IN MEXICO AND PROSPECTS FOR DEVELOPMENT

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Brief history of teaching psychology in Mexico

Psychology, with a scientific perspective, has been taught in Mexico since the 1850s when Teodosio Lares included it as part of the study program of the Zacatecas Literary Institute and later in the National Education Plan of 1854 (Lares, 1850; Presidencia de la República Mexicana, 1854), which included it as a learning unit (independent course) in the second period of preparatory education. There is also evidence that, in 1858, the Literary Institute of San Juan (Matamoros, Tamaulipas) taught the course of psychology within the medical career (Rodríguez, 1995); and that, in 1883, Manuel C. Brioso y Candiani taught the chair of psychology at the Institute of Sciences and Arts of the State of Oaxaca, within jurisprudence and medicine (Rodríguez, 1995; Romero, 1886).

A decade later, in 1896, after the reconstruction of the educational system in Mexico, Ezequiel Adeodato Chávez Lavista proposed to include the course of psychology in the National Preparatory School and he himself taught it for the first time in that institution (Hernández, 1981; Lopez, 1995); Later, in 1916, Enrique Octavio Aragón Echeagaray created

the first psychology laboratory in Mexico, at the facilities of the National Preparatory School, where he conducted experiments on reaction time and psychophysiological activities (Colotla & Jurado, 1983; Escobar, 2016).

Later, when Ezequiel A. Chávez, Rector of the UNAM (in 1923) reorganized the National School of Higher Studies (an institution that a year later would become the Faculty of Philosophy and Letters), he proposed six large groups by which the lessons should be taught in this school; the third, fourth and sixth refer to the training of teachers, the issuance of certificates of special aptitude for school directors and inspectors, and the teaching of philosophy and the philosophical sciences, respectively; This would only be possible if the teaching of courses on adolescent psychology and educational psychology was maintained (Menéndez, 1994).

However, it was not until 1939 that psychology, as a program of study, begins at the Faculty of Philosophy and Letters of the National Autonomous University of Mexico (UNAM); this was a master's degree program in psychological sciences that was created by the psychology section of the same Faculty; the Psychology College (formerly the psychology department) of the same Faculty of Philosophy and Letters, because of the program's demand, created in 1943 the doctoral program in philosophy with a specialty in psychology (Martínez & Razo, 1996; Menéndez, 1994; Valderrama, Colotla, Jurado & Gallegos, 1997).

A little later, in 1950, Ramón Gómez Arias founded the School of Psychology in the Centro Cultural Universitario (later it would be the Ibero-American University) incorporated to the UNAM, at Hidalgo Avenue, No. 120, in Mexico City. The first generation of the postgraduate program included only six students. Among the professors were the psychiatrists Manuel Falcón, Roberto Flores Villasana, Francisco González Pineda, and Manuel Guevara Oropeza, the philosopher José Luis Curiel, the criminologist José Quiroz Cuarón, and the doctor Germán Herrera (Meneses, 1976).

Ten years later, in 1960, the UNAM, created its first educational program of a bachelor's degree in psychology that would be taught in the College of Psychology of the Faculty of Philosophy and Letters; This new curriculum was incorporated into the masters and doctorate programs already offered at the College of Psychology; Conditions that were valid for the UNAM to transform it in February 1973 into the Faculty of Psychology with facilities, an academic plant, and its own enrollment (Alvarez & Treviño, 1997).

Thus the formation of psychologists in the country, in its beginnings, was offered centralized in the Federal District (now Mexico City), but it

was not long before the undergraduate programs in psychology were offered in other states of the country. For example, in 1977, the National Association of Universities and Institutions of Higher Education (ANUIES) identified 34 schools and faculties of psychology in Mexico concentrated in 14 states; although most of the academic units (18) were in the Federal District, Monterrey, and Guadalajara.

Of the 34 academic units, 16 were public institutions, located in Coahuila, Chihuahua, Federal District (four), Jalisco, State of Mexico (two), Morelos, Nuevo León, Puebla, Querétaro, San Luis Potosí, Sonora, Tamaulipas, Veracruz and Yucatán; The remaining 18 are private institutions located in cities such as the Federal District (eight), Monterrey (three), Chihuahua (two), Guadalajara (two), Saltillo, Cholula and Tampico (Velasco, 1978).

Offer and demand of the psychology program in Mexico

Gradually the distribution of educational programs throughout the country has promoted an exponential growth in enrollment (1950), until 1977, where the total enrollment of the 34 schools identified by ANUIES (Velasco, 1978) was 10,790 students (5,000 of whom were enrolled in the program, only in the UNAM). Ten years later, in 1987, 82 schools were identified that offered the psychology degree in 23 states and had 28,866 students enrolled (Rivera and Urbina, 1989), of whom only 10% were enrolled in the UNAM.

In this same tone, the increasing offerings and demand for the degree in psychology did not stop; according to Harsch (2005). In 2002, 243 schools of psychology have been registered, distributed in all the states of the Republic, with 56,723 students enrolled. This implies that in 15 years the number of schools offering the degree program in psychology increased almost threefold and almost twice the number of students enrolled. Within the next 10 years, by 2012, ANUIES (2017) identified 765 academic units that offer a bachelor's degree in psychology to 148,832 students (see illustration 1-1).

**Growth of the offer of the degree program
in psychology in Mexico between 1950 and
2012**

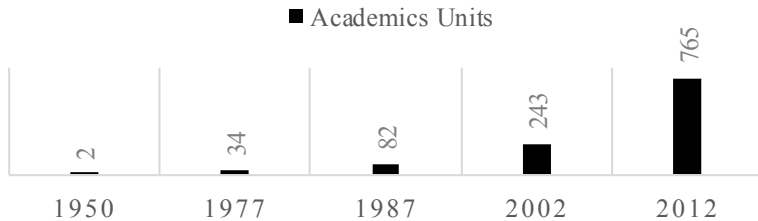


Illustration 1-1. Growth of the offer of the educational program of degree in psychology considering the number of academic units that offer it; according to ANUIES (2017), Velasco (1978), Rivera and Urbina (1989) and Harrsch (2005).

In recent times, between 2010 and 2016, the trend of enrollment growth has not diminished since it increased from 113,088 registered students in the 2010-2011 school period to 163,279 in the period 2015-2016 (ANUIES, 2017), although growth rates of up to 22.8% have shown a process of deceleration of growth from the period 2013-2014 (see Table 1-1).

<i>School Period</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<i>Enrollment</i>	113,088	121,156	148,832	149,013	155,857	163,279
<i>Rate</i>		7.13	22.8	0.12	4.59	4.76

Table 1-1. Annual growth rate of enrollment recorded between the school years 2010-2011 and 2015-2016, according to ANUIES (2017).

It should be mentioned that the growth in enrollment is not the same for the whole country, especially for 2016, the south-central region of the country (Estado de Mexico, Guerrero, Hidalgo and Querétaro) concentrate the largest number of students, 34,869. The region with the lowest registered enrollment is the northeast (Nuevo León, Coahuila, Durango, San Luis Potosí, and Zacatecas), with only 21,130 students (see illustration 1-2).

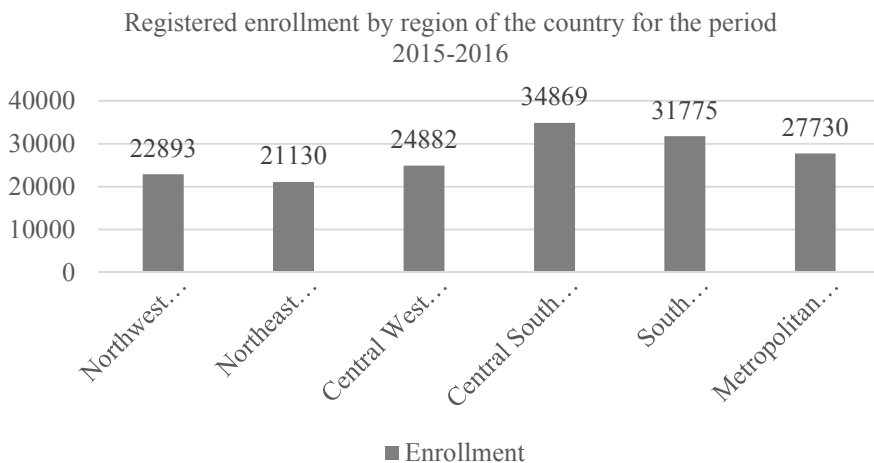


Illustration 1-2. Registered enrollment, by region of Mexico, during the 2015-2016 school year, according to ANUIES (2017).

On the other hand, it is interesting to recognize that the largest number of academic units in the country are private; we are talking about 89.8% (786) of the total of 875 academic units and therefore 10.2% (89) are financially supported by the Mexican State. In addition, there is the fact that the historical growth of enrollment apparently does not depend on the institution's tax status, since both cases (private and public) show a growth trend, in enrollment, constant and similar between 2010 and 2016 (see Illustration 1-3).

Evolution of enrollment in the public and private academic units of Mexico, between 2010 and 2016

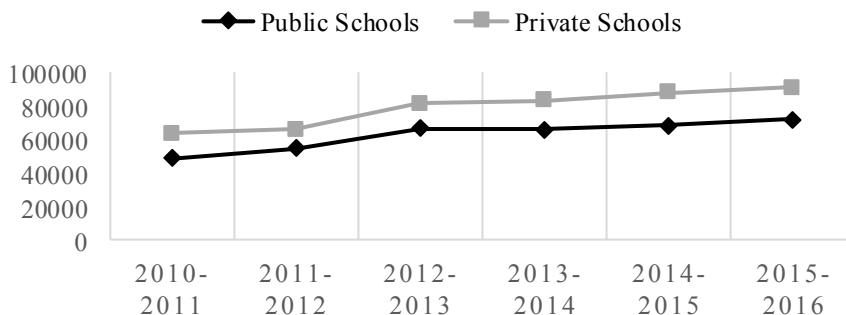


Illustration 1-3. Evolution of the enrollment registered in the public and private academic units of Mexico, between the school years 2010-2011 and 2015-2016; according to ANUIES (2017).

Educational programs

Since the 1850s, when Mexico proposed to integrate the scientific knowledge offered by psychology to the education of high school graduates and of some careers such as medicine and jurisprudence, the French positivist approach was based on the work of psychology, as explained by Lares (1850):

“...The progress and perfection of philosophical studies have made ideology, limited before the treatise on ideas, the science that deals with analyzing the facts of the human spirit, and it was natural that, in order to designate it, the name of ideology should be abandoned and Replace with the broader and more typical of Psychology. Following advances of science, I have not separately formed a treatise on ideological matters, but I have understood them in the plan of psychology that I have tried to develop in these Elements. This is C. M. Paffe's plan, and the various articles that have served to develop it have been written in French by Jouffroy, Foscati, Satur, Laffaye, and all the other famous writers whose slab I place at the head of the work...” (preface, iv).

Almost half a century later, in 1896, another of the great figures of psychology in Mexico, Ezequiel A. Chávez proposed to integrate the course of psychology into the educational program of the National Preparatory School, but now with a very different approach, His classes

include a translation that he makes of the book *A primer of psychology* by Edward B. Titchener (1923), that in Chávez's words would be of great utility to spread psychology:

"The translation I have made of the well-ordered work written by the eminent psychologist Edward Bradford Titchener ... will make known in Spanish to its author, who is justly considered by the most famous psychologists as one of the first ... The proportions of this Book do, on the other hand, make it greatly suitable to serve as a work of text and, consequently, the utility of translating it is evident..." (Titchener, 1923; p. 1, Prologue of the translator for the first edition of this book)."

On January 16, 1939, as indicated by Menendez (1994), the University Council of the UNAM decided to reorganize the Faculty of Philosophy and Letters, and among other changes creates what would for the first time be an educational program to study psychology within the study plans, thus creating:

"...A Section of Psychology in which, to opt for the degree of teacher in Psychological Sciences, had to cover, in the first instance, sixteen subjects of two semesters each, spread over three years..." (p. 121).

In June 1951, Dr. Guillermo Dávila, Head of the Department of Psychology of the multidisciplinary Faculty of Philosophy and Letters, proposed to the University Council of the UNAM that the master's degree students could be sufficiently prepared to practice in any field of psychology; Furthermore, in the case of the Doctor of Philosophy student with specializations in Psychology (created in 1943), four terminal areas were proposed: Clinical, Forensic, Psychopedagogical and Psychotechnical (Menéndez, 1994). The proposal of Dr. Dávila was able to operate until 1960 and was consolidated in April of 1973 when the University Council of the UNAM created the Faculty of Psychology of the UNAM (Alvarez y Treviño, 1997; Menéndez, 1994).

The next considerable effort to create curricula was conducted by Veracruz University when, in 1965, it created the first educational program oriented by scientific research in psychology, offered by the Department of Psychology of the Faculty of Sciences; All this effort was led by the so-called Xalapa Group, worthily represented by three psychologists: Emilio Ribes Iñesta, Antonio Gago, and Victor Manuel Alcaraz Romero (Caso, 2012). This curriculum was so important in the history of psychology teaching in Mexico that it was the basis of later psychology curricula that would be offered by all educational institutions, including UNAM (Case, 2012, Sánchez, 1997).

In the 1960s and particularly in the 1970s, a process of expansion and decentralization of the teaching of psychology in Mexico with rapid

acceleration was generated, as already mentioned in previous paragraphs; unfortunately, in many cases, the institutions that offered these programs did not have the facilities, equipment or human resources sufficient or prepared to provide quality training (Mota, 1999; Téllez & Padilla, 2010).

The National Council for Education and Research in Psychology (CNEIP), made up of public and private universities, was created in 1971 to try to address the obvious consequences of this socioeconomic phenomenon. It has, among other objectives, to guide the teaching and research of Psychology to the solution of social problems, in addition to promoting the teaching, research, dissemination and professional practice of scientific psychology in higher education institutions.

Among its main contributions to the achievement of these purposes is the constitution of the first profile for the professional practice of psychologists in Mexico, developed in Jurica, Querétaro, in 1978 (CNEIP, 1978) and its subsequent updating in 1995 (Mota, 1995). In addition, its accomplishments include the creation of the *Journal Teaching and Research*, published since 1979, as well as the Annual Congress of the CNEIP and the creation of the Accreditation Council for the quality of teaching in psychology, which is described below.

Accreditation of quality in the teaching of psychology

In Mexico, the evaluation for the purpose of accreditation and quality assurance has had a consolidated development, through the CNEIP; since this institution also has among its fundamental objectives to strengthen and promote the educational programs in Psychology offered by institutions of higher education in the country in addition to promoting the culture of evaluation and accreditation in the different federal states of the country (CNEIP w/d).

In order to fulfill these objectives, in 1992, the CNEIP began work related to accreditation in order to come before the universities of the country and before the authorities of higher education, the body responsible for the work of evaluation and accreditation of academic units and of psychology programs in Mexico.

In 1996, the General Assembly of the CNEIP approved the basic documents for accreditation and in April 1997, the first 11 Educational Programs in Psychology were accredited. In 2002 the CNEIP was recognized by the Council for Accreditation of Higher Education A.C.

(COPAES)¹ as the accrediting body for the Higher Technical University, Graduate and Postgraduate programs in Psychology. In 2004 the CNEIP (Accreditation Committee) was created with the technical autonomy of the CNEIP to carry out the evaluation and accreditation functions of educational programs according to the current Statutes (CNEIP, w/d).

Accreditation means recognition of the quality level of an educational program or institutions of higher education, as well as evaluation of quality criteria previously established by an external organization. It is a transparent process and seeks to improve the quality of education within the framework of academic objectives and the mission of training professionals committed to their society.

By considering accreditation as a guarantee of quality, it allows society to identify educational institutions that offer programs recognized for their quality, as well as to guide decision-making for governments, educational authorities, employers and, in general, to parents of family and students, either to allocate economic support by the authorities, for the continuous improvement of educational institutions, for employers to generate linking and continuing education to train competent psychologists, or finally for parents and students to decide where to study for a university career with certainty of relevant training.

Factors considered for accreditation

The accreditation of psychology in Mexico is an analytical process and constructive self-criticism for the identification of strengths and areas of opportunity based on the recognition of the institutional diversity existing in the country. The first step is the decision of the institution to undergo an evaluation process for accreditation purposes via self-assessment. Subsequently requests are made to the accreditation body, in the case of psychology to CA-CNEIP, in order to be visited by peer evaluators in order to verify evidence to demonstrate the relevance of the educational program offered at the institution. Next, an opinion of "Accredited" or

¹ The Council for Accreditation of Higher Education A.C. is the institution trained and recognized by the Ministry of Public Education (SEP) to grant formal recognition of organizations whose purpose is to accredit academic programs of higher education offered by public and private institutions, previous organizational assessment, technical and operational capacity and impartiality, ensuring that the constitution and functioning of the accrediting organizations to which recognition is granted are such as to avoid conflicts of interest and that accreditations are appropriate to improve the quality of higher education.