Social representations of future psychologists about their profession

Las representaciones sociales de los futuros psicólogos sobre su profesión

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Abstract

With the aim of analyzing the evolution of social representations, a theory Proposed by Moscovici in 1979, Is that a study was made About a group of students of the Degree in Psychology of a campus of the University of Guadalajara. These students, Belonging to different semesters, answered the same questionnaire answers and gave That, in some cases, Although Were similar in many others They Were separated from Those Given by Their colleagues from previous or subsequent semesters. The questionnaire was applied and 190 of the participating subjects That Were Considered Given the inclusion criteria They Met. THUS, it was possible to determine That social representations evolve and change the contact from the Individual That Can Have With Cultural Certain events or the exposure That I've With Certain themes. In This case, all focused on Psychology as the profession They chose to practice in the future.

Psychology, Students, Social representations

Resumen

Con el objetivo de analizar la evolución de las representaciones sociales, teoría propuesta por Moscovici en 1979, es que se hizo un estudio en un grupo de estudiantes de la Licenciatura en Psicología de un campus de la Universidad de Guadalajara. Estos estudiantes, pertenecientes a distintos semestres, respondieron a un mismo cuestionario y dieron respuestas que, si bien en algunos casos fueron similares, en muchos otros se separaban a las que daban sus compañeros de semestres anteriores o posteriores. El cuestionario fue aplicado y se consideraron 190 de los sujetos participantes dado que eran quienes cumplían con los criterios de inclusión. Así, se pudo determinar que las representaciones sociales evolucionan y cambian a partir del contacto que el individuo puede tener con determinados sucesos culturales o la exposición que tiene con determinadas temáticas. En este caso, todas centradas con la Psicología como la profesión que eligieron para ejercer en un futuro.

Psicología, Estudiantes, Representaciones sociales

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Introduction

The study of social representations about the ways we see the world that subjects of different groups have. In the case of this research, whether or not such subjects psychologists, students, graduates, whether or not related to psychology, the ways in which they interpret the world of psychology and professional practice are the object to be analyzed.

Beyond common sense or what scientific disciplines point, subjects interpret, name, explain and understand their environment from what their membership groups have instilled in them, as well as personal experiences they have done. Consider the case of a high school student who decides to start their paperwork to study psychology degree, and receives from family and friends comments like: "You'll die of hunger," or "that's for fools". Appear to him new ways of understanding psychologists: as underpaid and also suffer from some mental disorder professionals. If instead, receive comments like: "Psychologists help society", "psychology is a service profession," the student can see the psychologist as an agent of change in a social context,

The experiences we live and what was said in the groups to which we belong, will help us shape the social representations that have as their own. Social representations have as a reference the cultural background of society, are based on sources determination, whether historical, value systems or other addition to the content: information, images, opinions and attitudes (Hebe, 2005).

Social representations

In 1979 the book "Psychoanalysis, its image and its public" Serge Moscovici is published. In it, the author presents the theory of social representations, which are those that allow concepts of psychoanalysis, such as repression, hysteria, anxiety, complex and others, become part of the common language of the people. To explain these concepts to the way in everyday life of the societies in which it operates psychoanalysis are understood, it is not necessary to have training as a psychoanalyst, in fact they are so common and vocabulary use, any subject to foot can define them without going into them.

Moscovici was interested in understanding how the concepts of science go on to become part of common sense, as exemplified by psychoanalysis, since for him, Moscovici (1979) explained that social representations are present in our daily lives and manifest themselves through gestures, words and others. With regard to this work the definition of social representations that I propose is this: the social representations are the set of skills, knowledge and shared by a social group that prepare the individual for attitudes, attitudes, behaviors, practices and values behaviors that will have to perform in certain situations.

Social representations are dynamic because they change over time, as sustenance below, you can see how the conflict or the arrival of phenomena that subject or society seem strange, lead to the establishment of new terms, allocation of new features and consequently to change the social representation of an object, fact, person, group and others. Moscovici explained that the social representation "cut and symbolizes acts and situations that are or become common" (Moscovici, 1979: 16).

The theory of social representations was made from the proposals of Marx, Heisenberg, Mead, Heider, Levy-Bruhl, Batjin, Freud and Piaget, the latter two, next to Durkheim, who gave the strongest foundation on that the concept of such representations (Gonzalez, 2013) holds.

Social representations arising from observations and analysis thereof, appropriate notions and "language of science or philosophies, and draw conclusions" (Moscovici, 1979: 30). For Duveen and Lloyd (1990), social representations arise once passed through three stages: sociogenesis, ontogenesis and microgenesis, explained them below:

1. Sociogenesis: Refers to the way they build and transform social representations, taking into account the role of society and history. Therefore, we find that the representations can change into different groups or the same group but in different time. As an example: the priest no longer figures who offers relief or mental health provides the listener, and the psychologist replaces him. The social representation changes from the experience of the group.

2. Ontogenesis: Refers to the way in which individuals acquire social representations throughout its development. For example, the first time a psychology student discovers that there are different psychotherapeutic approaches and not only psychoanalysis. The social representation appears for the first time from an individual experience.

3. Microgénesis: Give an account of how social representations are manifested in social interaction. As an example, take care what you say in front of a psychologist, or take advantage of the presence of a psychologist to inquire about their work in relation to mental health.

The objective of this research is to identify the social representations of college students majoring in psychology from a campus of the University of Guadalajara (in Mexico) are. How to evolve from their development as college students, their coexistence with teachers who are psychologists and their performance in institutions where they received as practitioners of psychology. In the following section, the methodology which was used for the development of this work is presented.

Methodology

A questionnaire with eight open for students to express freely about their profession and experiences with the same questions was made. It was possible to observe how elements of social representations as developed ontogenesis were present.

It took into account only the student population of Psychology CUALTOS because it is the one that receives a greater number of students of that race in their classrooms and therefore they may be representative of those others who study this race but institutions lesser extent also in CUALTOS that most of students from the Upper South Region concentrated.

Once the permits requested by authorities, teachers and more importantly, with respondents themselves, it is that I carry out the implementation of 226 questionnaires. These questionnaires do not include all students and some were not in the classroom at the time of application, and there were others who chose not to participate answering them.

However, the number of completed questionnaires is important if we consider that they are admitted 40 students per group, and each semester show different dropout rates, therefore the groups usually vary from 30 to 40 students per semester. So that 226 completed questionnaires are a number representative of the student population of this degree. What follows are the questions that were asked in the questionnaire:

4. Why did you choose to study psychology?
5. What do you hope to learn in the race?
6. How do you see yourself at the end of the race?
7. What does a psychologist?
8. What place or work area can perform a psychologist?
9. How do people see psychologists?
10. What pleases you most excited or studying psychology?
11. What worries you or frightens you studying psychology?

In any case the students were free to answer what they wanted, they had enough space and there were even those taking the leaf margin to complete your answers. Were the exception questionnaires in which students merely answer with few words.

As only exclusion criterion was that students respond originate in a municipality outside Los Altos de Jalisco. So that a total of 190 questionnaires were taken into account when carrying out the analysis. Of, 136 were answered by women (71.57%), 51 men (26.84%) and 3 more subjects (1.57%) did not answer what their sex. It should be noted that during the presentation of the results no differentiation between sex is because the responses did not vary or had no significant difference between men and women, the percentages were maintained.

Presented in the next section the numerical results regarding the type of answers given by the students and then analyzing the answers to four questions that were asked. Responses left grouping, by way of example, responses such as: the psychologist can work in a school and the psychologist can engage in the educational area, they were grouped as the answer "educational area". the results of three groups according to the type of materials and stage where they are in their career are presented.

As the first group of students who belong to first, second and third semester (who receive basic and compulsory subjects), this group I call "students recently admitted," although it includes students who are in the third semester, the type of materials they are seeing are part of an anteroom or prior knowledge that the university must acquire before entering exploring areas of work of psychologists. In the second students in fourth, fifth and sixth semester (who carry materials of different orientations, and where groups begin to be divided according to areas of psychology who want to study).

This group will call "students especializantes areas." And finally, students in seventh and ninth semester (at this stage do their social service and professional practices). In the latter group does not appear the eighth semester because in CUALTOS the race was offering once a year, and from 2012 begins to be offered in each semester; students who entered in 2012 correspond to respondents sixth semester. These students enter the group called "practitioners". Total responses per group were considered as 100%, so the percentages correspond to the frequency with which was given a response in each group.

Results

The first survey question, "Why did you choose to study psychology?" Was one of the most varied responses offered. Table 1 I present the results thereof, according to groups and percentages.

Reasons	1-3	4-6	7-9
The curriculum	6.34%	3.17%	1.8%
personal benefits	3.17%	1.58%	5.4%
Job opportunities	16.66%	14.28%	11.7%
To learn about the unconscious mind, emotions and / or behavior	38.8%	22.22%	21.61%
By life experiences	3.17%	4.76%	2.7%
Help others	15.07%	12.69%	18%
He likes the race	9.52%	23.8%	21.61%
Interest in mental disorders	0.79%	1.58%	0%
Vocational guidance it said	0.79%	3.17%	1.8%
It was his second choice	3.17%	11.11%	5.4%
It has skills	2.38%	1.58%	9.9%
Total	100%	100%	100%

Table 1 Reasons I chose to study Psychology
Source: Self Made

Stresses the answer "to learn about the unconscious mind, emotions and / or behavior" as the highest percentage in groups 1 and 3 (marked by another color), while "He likes the race" was like the first option second group and a draw as the first reason for group 3.

For the answers that appeared to a lesser extent, in the first group for their interest about mental disorders, like in the second group, although this was also unfrequented the "personal benefits" while in the latter group, the curriculum, and the results of Vocational Guidance were the reasons why they were admitted to this degree, and interest in mental disorders was not a reason for these students.

The next question was about the expectations they have or had to attend the race. On this, the most frequent response was "learning behavior" for the first group, "as necessary to enable me to practice" for the second and third group. While less frequent answers were "Learn to make diagnoses", "learning theories and schools of psychology." A frequent response groups were to finish his career was "personal gain". This type of response also appears in other questions that were asked.

Answers	1-3	4-6	7-9
Helping people	14.28%	19.14%	12.16%
Learn about psychological functions	twenty%	4.25%	4.05%
Learn about behavior	20.95%	12.76%	9.45%
Techniques and forms of intervention	12.38%	14.89%	20.27%
Other content (emotions, mental health)	13.33%	10.63%	8.1%
Learning to make diagnoses	0.95%	2.12%	4.05%
Psychological theories and currents	5.71%	10.63%	1.35%
Enable me to practice	12.38%	21.27%	28.37%
Personal gain	0%	4.25%	12.16%
Total	100%	100%	100%

Table 2 Learning expectations in the race
Source: Self Made

This response is related to social representations of young students about what they imagine being studied in the race or what they believe is studied from what others have told them (the media, friends, family teachers the first semester).

Another question on expectations was about how students looked after the race, in which area they would like to work in what place, to inquire about what they think will make your professional life. It notes that the responses had to do with social representations that have them as the most frequent response in the three groups was to engage in the clinical area (psychotherapy), but also many expressed their desire to work in a school or the educational area (second most common in the first two groups the most frequent response and the third in the third group). To this we add that some of the respondents expressed their desire to teach.

Answers	1-3	4-6	7-9
Working in hospital	3.22%	3.44%	1.7%
Work in public institution	3.22%	3.44%	2.56%
Teaching	9.03%	5.74%	5.12%
Practice in the social area	6.45%	1.14%	7.69%
Work in the educational area	12.9%	17.24%	15.38%
Working in the clinical area	27.09%	29.87%	26.48%
Exercise in industrial / organizational area	8.38%	9.19%	17.09%
Work in the area of neuropsychology	1.93%	1.14%	1.7%
Work in the area of special education	2.58%	2.29%	1.7%
Legal work area and / or forensic	6.45%	3.44%	2.56%
further studies	6.45%	9.19%	14.94%
Studying another career	1.93%	0%	0%
To do investigation	2.58%	8.04%	4.27%
Engage in Psychoanalysis	1.29%	0%	0%
Other areas of psychology	5.8%	4.59%	0.85%
Outside the municipality	2.58%	4.59%	1.7%
Total	100%	100%	100%

Table 3 Visioning in the performance of his career
Source: Self Made

Highlights areas of clinical psychology, educational, industrial / organizational, social, neuropsychology and special education, which are the six offered by the University of Guadalajara as especializante. It also adds the legal or forensic also appeared as a frequent response. The latter could be a response to what Mexican society and the alteña is no stranger, has lived in recent years on issues of insecurity, crime and drug trafficking. After inquiring about their expectations, I asked about what a psychologist. Answers can glimpse some of the social representations that have students. Also, it is important to note that many of the answers were related to the subjects they were studying at the time.

For example, the answer to the psychologist "evaluates and diagnoses" was more common among groups of fourth to sixth semester who take the courses where they are taught to perform psychometric tests and develop diagnostics, and in the same way the group of seventh to ninth semester where they already have experiences in different areas of intervention. This response was followed by "helping others / society" is a social representation that responds to the attributes made the psychologist as a person who is at the service of others. Furthermore, it is one of the reasons why students entered this degree (See Table 1).

Similarly, a frequent response of groups of first to third and seventh to ninth, was that the psychologist is a "counselor or companion" while the fourth to sixth groups, which showed much less frequently. It is also important to note that students in the first semester given, although at a lower frequency, the response of the psychologist or just listen to "manipulate". This is a sample of one of the social representations with which students enter the race, which is diluted or transformed in the course of it.

It can be seen in Table 4 that the psychologist is seen as a professional who helps people and society. This response was the highest among the three groups, which can be interpreted as a positive social representation with students about the role that their profession and have them in the future.

Answers	1-3	4-6	7-9
Studies the behavior	13.88%	17.24%	7.92%
Studying mental / emotional processes	10.18%	5.17%	5.94%
It is a counselor / companion	25%	3.44%	13.86%
It helps people / society	32.4%	31.03%	26.73%
Evaluates and diagnoses	5.55%	39.65%	29.7%
da therapy	4.62%	10.34%	4.95%
Prepares intervention programs	0%	8.62%	9.9%
Listen out	5.55%	0%	0.99%
manipulate	2.77%	0%	0%
Total	100%	100%	100%

Table 4 Psychologist activities
Source: Self Made

GONZÁLEZ-ANAYA, Ana Gabriela. Social representations of future psychologists about their profession. ECORFAN Journal-Republic of Peru. 2018.

With regard to Table 5, I present the answers to the question: "What place or work area can perform a psychologist?" But not training that students are receiving the answers that put the psychologist as a psychotherapist (clinical area) were the level higher in the group of students recently joined and practitioners. It remains a strong response in the case of students in especializantes areas but was overwhelmed by the response on the work of psychologist in education.

The most frequently mentioned areas were those of education, employment and social, and less frequently special education, neuropsychology and even sports psychology. This may be related to the subjects they are studying at the time, training and experience of teachers who have, that being closest to the aforementioned areas, can provide greater information and generate more interest among students than those who are mentioned briefly, or for which no deepens.

Answers	1-3	4-6	7-9
Clinical field	18.7%	18.86%	16.53%
Educational field	15.26%	20.75%	15.74%
Labor sphere	12.21%	15.09%	15.74%
Special education	1.14%	1.88%	4.72%
Legal / Forensic field	9.16%	7.54%	3.93%
Social ambit	11.45%	15.09%	10.23%
Investigation	3.05%	0%	8.66%
neuropsychology	3.05%	3.77%	7.08%
Sports psychology	4.96%	0%	0.78%
Medical area	12.21%	5.66%	8.66%
Particular	1.52%	3.77%	7.87%
Public	3.81%	7.54%	0%
Others	3.43%	0%	0%
Total	100%	100%	100%

Table 5 Psychologist work areas.
Source: Self Made

Table 6 I present the results to the question "How do people see psychologists?" Core question for the research. The most frequent responses were "only treat the insane" (also included answers such as: loqueros, curalocos, which only treat mental disorders or problems) and of "are crazy", although the latter appeared infrequently in the third group. I would say that it is a social representation of those around students and changed as they progress in their studies, thus longer so prevalent. Another high frequency response was that psychologists "are not welcome or valued by society", there are also included phrases that said the psychologist is viewed with fear or rejection.

And last is striking is that the psychologist "gives therapy", same as in the case of students in the last semesters was expressed even with discomfort answers, saying that psychologists can work in other areas and It not considered this fact. It is also important to note that many of the subjects gave ambivalent answers: the psychologist is seen as a madhouse but also helps solve problems, or once you have gone to a psychologist and vision changes are not seen as bad. We can deduce that the change of these social representations is related to the need to go to a psychologist or the experience of having attended one; and therefore, the subject must regard himself as "crazy" or stop considering users of psychology as such.

Answers	1-3	4-6	7-9
They help solve problems	18.29%	12.5%	15.69%
Only listen / give advice	2.61%	2.5%	4.95%
Only Fools treat	22.22%	16.25%	28.92%
They are soothsayers	4.57%	1.25%	3.3%
Are scams or frauds	6.53%	10%	2.47%
They are crazy	19.59%	17.5%	9.08%
They are not well regarded or valued by society	11.11%	16.25%	10.74%
They are unemployed or have no job success	3.92%	3.75%	0%
Dan therapy (do not work in other areas)	5.22%	8.75%	16.52%
Psicoanalizan	1.96%	6.25%	5.78%
They have much knowledge	3.92%	5%	2.47%
Total	100%	100%	100%

Table 6 The psychologist seen by others
Source: Self Made

The last two questions I asked the respondents were in relation to the way in which they see themselves as students, have expectations about the study and practice of career and express their emotions about it. Question What pleases you most excited or studying psychology? obtained very similar responses and could be grouped into six groups, the most common for the first group "Learning About Psychology" response (responses as they include learning about emotions, mind, behavior, behavior, and others). Recall that a group of students who are reviewing basic issues in the formation of a psychologist: basic psychological processes (eg memory, feeling, perception), anthropology, sociology, history of psychology, human development, among others.

Answers	1-3	4-6	7-9
Learning About Psychology	46.46%	14.28%	24.41%
It helps me personally	8.08%	32.65%	15.11%
I like the race	6.06%	0%	0%
Being in touch with people	6.06%	0%	10.46%
The field work in different areas of psychology	11.11%	36.73%	26.74%
Helping others / society	22.22%	16.32%	23.25%
Total	100%	100%	100%

Table 7 What most pleases students about studying Psychology
Source: Self Made

In the last table (8) presented the results for the question "What worries you or frightens you studying psychology? the most frequent response in all groups was the lack of employment or it is not well-paid. To this must be added those answers given young people about their fear of being unable to run or do exercise but in an area where they are not majoring or is not on your preference.

One of the answers was also very common, especially in the groups of seventh to ninth semester was to commit malpractice. It should be studied in detail what happens to students who are at an intermediate level of the career manifest to a lesser extent concern about ethical issues or affect the lives of other subjects, if we observe that the percentage is higher than enter the race.

An interesting aspect was the responses on the fear that job or career affect on personal life, although it seems not to have a significant percentage (8.42%) in the surveyed groups first to third semester, highlights because it relates to social representation they have on psychologists.

Among the answers given, there was fear to change their values, losing their religious beliefs or change them. While it is a social representation they have, and the fear is clearly expressed in the answers given to this question was not a compelling reason not to choose this career for vocational training.

Answers	1-3	4-6	7-9
give psychotherapy	0%	0%	6.06%
Lack of employment or is not well-paid	23.5%	35%	22.72%
Unable to pursue a career or area of psychology Favored	4.21%	fifteen%	9.09%
committing negligence	10.52%	5%	22.72%
The work affects personal life	8.42%	2.5%	1.51%
Have no skills or tools to function properly	15.78%	fifteen%	13.63%
Not being able to help others	0%	0%	6.06%
Develop mental problems	0%	2.5%	4.54%
The low value to the work of psychologist	9.47%	22.5%	13.63%
That the race does not satisfy you	9.47%	2.5%	0%
Total	100%	100%	100%

Table 8 What worries students about studying Psychology
Source: Self Made

The results presented here, as a percentage and based on frequency, we can bring even very superficially to the social representations that have students. I decided to make the separation of groups according to the stage of studies in which they were because I thought there might be changes once your approach to psychology became deeper, and some of the answers they gave, this was done patent.

Conclusions

From this approach it is that it was possible to elucidate how the social representations of a group of students may evolve from the acquisition of new knowledge of higher education. To this cohabitation they are added with other students, teachers and also with people outside the educational institution to which they belong, such as family, friends and those who had to live at some point in their training, especially students the last semesters, once converted into practitioners had to perform in psychology in different institutions.

The results show us that there are social representations that do not change: its definition of psychology as a science that studies the behavior. And they were expressed their concerns regarding their profession but these were external influences: how to be received by others, how they believe to be perceived by others.

While this was a simple approach, it was possible to glimpse how the evolution of social representations occurs from specific times (in this case specific matters they saw in their training). And how students take elements of their previous social representations and bring up at present.

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