

comprensión del papel de la inscripción de los sujetos -docentes- en un orden social, en una historicidad y en la cultura. A partir de un diseño de investigación cualitativo, con un muestreo no probabilístico intencional, por cuotas de sexo, se realizaron 10 entrevistas en profundidad a maestros, que fueron analizadas a partir de la construcción de categorías emergentes, con el soporte técnico del software Atlas.ti. Los procesos formativos de las representaciones sociales -objetivación y anclaje- y el análisis de los contenidos representacionales y temas se estudiaron a través de los ejes temáticos emergentes. Las conclusiones muestran contradicciones en el núcleo figurativo de las representaciones sociales: apostolado- desvalorización y la necesidad de profesionalización como forma de superar las tensiones existentes, brindando modelos alternativos en la construcción de la subjetividad docente. Mail de Contacto: susiseidmann@yahoo.com.ar

11:00 a 13:00

17

Simposio por invitación

A-311

The Dissemination of Evidence-Based Psychology in Novel Settings

Since the 1996 publication of the first list of empirically supported treatments, increasing attention has been paid to the use of evidence-based practice in psychology (EBPP). Many institutions and agencies push for students and employees to have training in EBPP, usually in cognitive and behavioral techniques that are effective at treating mood, anxiety, and disruptive behavior disorders. Unfortunately, the majority of training in EBPP takes place in doctoral programs, where small numbers of students often spend five or more years learning the means of conducting evidence-based practice. This symposium would address the challenges of training people in EBPP in settings that are not the typical PhD-granting institution. First, Dr. Caleb Lack of Arkansas Tech University would present on training students at the Master's level in a rural area with limited time and resources. Next, Dr. Gary Geffken of the University of Florida will discuss the rewards and difficulties of training medical students and residents to know when to refer and what type of treatment to recommend. Then, Dr. Eric Storch of the University of South Florida will present on the training and supervision of pre-doctoral interns and post-doctoral fellows in a large hospital setting, focusing on training those people who have not previously been exposed to practice in evidence-based methods. Finally, Dr. Lack will present on disseminating EBPP to counselors, psychologists, and social workers in the community. Time will be left at the end of the symposium for discussion of the presentations and questions from the audience.

Coordinador: Caleb Lack - University of Central Oklahoma (Estados Unidos)

11:00 a 13:00

Simposio por invitación

A-311

92

07. Psicología Clínica | Educación, Formación y Evaluación

THE DISSEMINATION OF EVIDENCE-BASED PSYCHOLOGY IN NOVEL SETTINGS

Caleb Lack 1(*)

1 - University of Central Oklahoma | (*)Estados Unidos

Resumen:

• Training graduate students at the Master's level to be familiar with the principles and implementation of evidence-based psychology is a challenge. Due to the time spent in a Master's program, two to three years versus five to six for a doctoral program, a large amount of information must be conveyed in a minimal amount of courses and practicum work. Dr. Lack, a professor and clinical psychologist, will present the model of training he developed for the psychology Master's program at Arkansas Tech University, focusing on course content, sequence, and clinical experience and supervision. Information on the first graduates of the program will also be provided, focusing on comparisons of their skill level to those of graduates of other programs at post-degree, pre-licensure internships. Finally, difficulties, challenges, and lessons learned will be presented. Mail de Contacto: clack@atu.edu

11:00 a 13:00

Simposio por invitación

A-311

1919

07. Psicología Clínica | Educación, Formación y Evaluación

EVIDENCE-BASED PSYCHOLOGICAL PRACTICE

Gary R. Geffken 1(*)

1 - University of Florida | (*)Estados Unidos

Resumen:

• The typical medical student spends very little time learning about effective psychological interventions for both mental and medical disorders, despite the success of cognitive-behavioral therapies for problems as varied as obesity, high blood pressure, anxiety, and depression. Even psychiatry residents often have little hands-on training concerning what therapies and treatment modalities can work best to supplement medical interventions for psychological and behavioral disorders. This presentation will focus on methods used to increase awareness of and respect for evidence-based psychological practice, focusing both on medical students and residents. The rewards from these methods, as well as the frustrations experienced during this type of training, will also be discussed. Mail de Contacto: professor.lack@gmail.com

junio
junho
june
juin

martes
3a. feira
tuesday
mardi

30