

Psychopedagogy and the Fields of Action of Educational Psychologists

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This work analyzes the essential aspects of Psychopedagogy as a scientific discipline and educational psychologists' main fields of action. It is theoretical research developed with the hermeneutic method. The problem identification reveals excessive divergences in Psychopedagogy's conceptions and other aspects. In the empirical phase, little difference is observed between Psychopedagogy and psycho-pedagogical practice; Psychopedagogy has been generally and loosely linked to formal education, to unique or specific educational needs, and learning problems in the school context. Regarding the fields of action of educational psychologists, the existing information is minimal. In the interpretative phase, the findings in the theoretical, methodological, and praxeological order reveal that Psychopedagogy has as its object of study the learning and development of the human being; it directs the psycho-pedagogical practice given from the principles of prevention, development, and social action. Hence, the fields of action of psychopedagogy are all those contexts in which human learning takes place, highlighting formal education and integral development; family and interpersonal relationships; health and body care; business, labor, and professional development; and the meaning of life and values, all of which is supported by the fact that human beings, as social beings by essence, learn, develop and transform throughout life.

Keywords: learning, integral development, psychopedagogy, learning and development, social action

INTRODUCTION

Psychopedagogy, throughout its development, has been the subject of innumerable studies. However, little agreement exists on its theoretical, methodological, and praxeological possibilities. One of the most widely accepted ideas is that it is the scientific discipline in charge of studying learning and teaching processes. As is well known, it is a very young discipline, so, despite its advances, it is still in the consolidation process. Psychopedagogy originated in the United States at the end of the 19th century. Still, the term was introduced in France, practically, with its appearance in the book *Experimental Pedagogy* by Persigout, who defined it as “experimental paidotechnics” in 1908.

Similar to pedagogy and other areas of knowledge, this discipline has been approached by psychologists, sociologists, teachers, philosophers, etc., and various authors, little or not at all related to their disciplinary field. Although it is interesting to have analyzed from different perspectives on scientific development, it is no less accurate that, in this case, the gaps, inadequacies, and limitations regarding its conception, the object of study, purpose, and other scientific essentials are widely evident. This situation,

directly and indirectly, affects the development of psychopedagogy and psycho-pedagogical research, respectively, in addition to affecting the professional practice of educational psychologists, generally linked to the approach of learning problems at the school level, mainly at the initial levels of education.

The lack of involvement of *educational psychologists specialists* in the scientific development of Psychopedagogy slows down the consolidation of this discipline and the improvement of its applications in psycho-pedagogical practice. There are many works that, instead of facilitating the understanding and clarification of its essentials with a view to a well-founded scientific consolidation; they accept and reproduce superficial and even distorted ideas of authors from different areas of knowledge. It should be noted that the Social Sciences has historically been a rich source of academic verbiage, which, exhibiting arbitrary, speculative, and superficial ideas, confuse readers, new researchers, and, even worse, professionals in training.

With lightness and arbitrariness, various roles are given to educational psychologists, some of them focused on the discipline and the profession, but the vast majority of them unrelated and even distant from these, such for example, educational psychologists, pedagogues, teachers, psychologists and pedagogues at the same time, among others. Although it cannot be ignored that educational psychologists, depending on their professional training, would develop broad general and specific competencies in their field, it is no less true that confusing them with other professionals is a mistake that will have serious consequences in their training, in their future professional performance, as well as in the use of job opportunities that, without being limited to the school, would be diverse.

The marked differences evident in the positions taken on Psychopedagogy were already perceived by several researchers at the time. Carrión (1997) emphasizes that there is a variety of works and authors, each with their own nuances. As can be seen, this precision, although subtly presented, constitutes a strong criticism of the inexistence of agreements in research, debates, reflections and practices related to Psychopedagogy. Beyond the “nuances”, which could be understood as “criterio”, which is not unconnected with scientific production, since they constitute dynamic elements for the development of knowledge; several authors evidence excessive superficiality in Psychopedagogy research.

Based on the approaches outlined above, it is of scientific interest to intervene in the debate and reflection on Psychopedagogy, since it is expected to contribute to the understanding of its scientific essentialities and to reveal objectively the fields of action of educational psychologists, in order to guide with relevance the psycho-pedagogical practice that, as the essence of professional performance, finds meaning and support in the discipline.

DEVELOPMENT

Some Considerations That Support the Institution of Psychopedagogy

Although it is essential to know the origins and historical development of things, facts and situations, it is no less true that it makes sense when it contributes to the understanding of the present and the development of a more successful future. In this sense, it is not enough to participate in the debate on the origin and other general aspects of Psychopedagogy; it is necessary to take a well-founded position, therefore, valid and plausible, in order to contribute to its scientific development based on the understanding and appropriation of its theoretical, methodological and praxeological possibilities.

To speak about Psychopedagogy is practically to speak about learning and integral development of the human being. This discipline is established in view of the importance and particularity of the learning of infinitely diverse human beings and the need for its construction in dizzying and permanently changing contexts, therefore, increasingly demanding in terms of competencies to learn and apply what has been learned. There will be several considerations to be taken into account to promote human learning, among others, the following:

- The human being is a social being by essence, that is to say, the human being achieves his/her realizations in relationships and interrelationships with others and with everything that exists in the contexts of his/her interaction; he/she learns, develops and transforms throughout life, at

all times and in all spaces. Therefore, learning is not exclusive to school and even less so to the early stages of development.

- The human brain is the core of a nervous tissue that deals with cognitive and emotional functions and the control of vital activities. It does not constitute a sum of isolated nervous segments, responsible for specific functions, also isolated. Therefore, it acts in a complex manner, directing the ways of being, feeling, thinking and acting according to individual and collective interests, needs and motivations.
- Human learning is dependent on a series of internal and external factors of the individual, therefore, it is carried out from a set of cognitive, affective, social and motor relationships and interrelations that, in turn, enable the exchange, processing, apprehension and development of skills, experiences, knowledge, values and evaluations, i.e., in complex processes.
- The Psychological Sciences have a wide range of knowledge on the behavior of human beings in different situations, particularly in learning and development situations. Although no science has proven the true internal processes that occur in the human brain to cause learning, it is known that biological maturation and the influence of the context are two very important factors, differential, but not exclusive.
- The Pedagogical Sciences have a wealth of knowledge about education as a sociocultural process. Particularly, on the theoretical, methodological and praxeological foundations of the teaching-learning process, which, dynamizes the design, implementation and evaluation of methods, methodologies, techniques, resources and other possibilities to incorporate, strengthen and optimize learning, as well as for its use in the solution of real life problems.
- Interdisciplinarity is the relationship between disciplines, according to their application level: *linear interdisciplinarity*, knowledge from Psychology would be applied to knowledge from Pedagogy and vice versa (reinsertion or interactivity); *structural interdisciplinarity*, the interaction of knowledge from Psychology and Pedagogy, and even with knowledge from other sciences, gives rise to the creation of new bodies of knowledge. In other words, to scientific development and technological progress for the solution of practical problems (Psychopedagogy); and, *restricted interdisciplinarity*, the interaction between Psychology and Pedagogy brings into play the field of application of these sciences. Psychopedagogy is an example of this, provided that it demonstrates scientific completeness through extensive research and consolidates itself as a new science.
- Learning as a complex process, although it depends to a great extent on the influence of the environment, it is no less true that the identity, autonomy and transforming capacity of the subject, as well as the physical, cognitive, affective and social conditions, are determining mediating elements for its realization. In this sense, the learning process, its outcome and the context in which it is developed and applied are complex. Therefore, actions focused on the development of learning will respond to the complexity of the reality, in order to be effective.
- The psycho-pedagogical intervention will respond to facts, situations and problems related to learning, development and social action in diverse contexts. Beyond learning disabilities, all human beings require support at any time in their lives.
- The psycho-pedagogical intervention promotes the development of strengths and specific areas, from complex actions. This allows to improve the academic, social, labor, etc. performance, but has as an end, the transition from a learner to a trainee being.

The analyzed considerations, among others, give meaning to Psychopedagogy as a discipline. Although it is not dissociated from Psychology or Pedagogy, since these, as sciences, provide valid knowledge for their uses, it is no less true that, from an ontological perspective, Psychopedagogy comes into existence by itself, as a result of the inter, multi- and trans-disciplinary contingency of its base sciences; but it emerges independent of any relationship or comparison. Therefore, with autonomy and solvency to guide the ways or forms of approaching its object of study, thus defining its scientific character.

In this sense, psychopedagogy projects its scientific action making visible immeasurable contributions in the learning and development of the human being. Its essential references are: the human condition of the subject and its complex nature; the human being learns, develops and changes throughout life; reality, regardless of its nature, is diverse and complex; inclusion and attention to diversity are expressions of equality, equity and justice; and every human being is characterized by a broad culture that precedes at all times and in all places. Therefore, the discipline orients an objective action towards the consolidation of identity, autonomy and the transforming capacity of a subject that incorporates, develops and enhances its individual and collective qualities and capabilities to demonstrate relevant and solvent ways of being, feeling, thinking and acting in diverse contexts.

Scientific Nature of Psychopedagogy

Although several authors point out that Psychopedagogy is a science, it is no less true that, due to its characteristics, it has achieved a disciplinary status. As is known, science determines the way of approaching the explanation of phenomena in their broad sense, while discipline implies the orderly and methodical way or mode of studying a specific branch of knowledge. In this sense, Psychopedagogy as a scientific discipline reaches its realization from the confluence of “knowledge” of Psychology and Pedagogy, but not by the two “complete” sciences at the same time. Hence, educational psychologists will have a high command of psychological and pedagogical knowledge, but their object is not human behavior or education, in its broadest sense, but learning and development of the human being.

It should be noted that learning takes place throughout life, at all times and in all places, regardless of evolutionary stages or individual and collective conditions or situations. Human beings learn according to their qualities, capabilities, interests, needs and motivations. It is exactly the breadth of possibilities related to human learning that gives meaning to the *raison d’être* of psycho-pedagogy as a scientific discipline guiding psycho-pedagogical practice and determining the fields of action of educational psychologists.

It should be considered that the diversity of natural and social realities reveals a multiplicity of facts, situations and problems that require human beings to learn how to interact and coexist in changing contexts. Therefore, teaching, learning, as well as teaching-learning, in countless diverse contexts, reveal a multiplicity of unsatisfied needs, both for teachers and learners; and since learning is the essential component of integral development, not of the school, it requires specialized attention, which gives meaning, significance and occupation to Psychopedagogy and all its possibilities.

This calls for expertise in the development, implementation and evaluation of models, methods, methodologies, strategies, techniques, instruments and other socio-educational resources that essentially contemplate the psychological and pedagogical aspects. In other words, taking into account the cognitive, affective, social and motor conditions that facilitate learning and contribute to integral development. Psychopedagogy emerges as a scientific discipline that, from its foundations, stands to direct and guide psycho-pedagogical practice, all of which gives meaning to the training of educational psychologists. Consequently, psychopedagogy does not replace other disciplines, nor do educational psychologists replace other professionals, i.e., there is no dispute of knowledge, competencies and/or roles, but rather, the emergence of other capabilities in response to specific contextual needs and demands.

Therefore, Psychopedagogy focuses on the study of human learning and its integral development regardless of age, situation or any other individual or collective condition. It should be noted that this discipline and the praxis that derives from it have generally been linked to special or specific educational needs, and even worse, to learning difficulties of people in school. This error restricts the development of research in psychopedagogy, restricts the role of the educational psychologist to an extremely small but important field, such as learning problems or difficulties at the school level, and makes the study of psychopedagogy an unattractive field, due to its apparent short scope.

It should be pointed out that educational practices in groups generally show minimal or even no attention to diversity, due to their generalizing nature. This leads to stigmatization and segregation, and results in a flagrant violation of rights by taking place, unintentionally, in the midst of a series of curricular, psychological, social and physical barriers, which, among others, make education a “stormy process” for the vast majority. We are aware that teaching skills, despite a high level of professional training, are not

enough to face the diversity of qualities, abilities, interests, needs, motivations and other possibilities inherent to being a diverse human being. From this arises the need to promote learning with the support of multidisciplinary teams, among which there will inevitably be educational psychologists, who, in terms of teaching, learning and integral development, are specialists due to their training.

It is emphasized that educational psychologists will have a high level of knowledge about human behavior in learning situations, as well as the design, implementation and evaluation of methods, methodologies, techniques, instruments, resources and other possibilities for teaching, learning and human development in its broadest sense. This, considering that their professional training involves knowledge of Psychological Sciences and Pedagogical Sciences treated interdisciplinarily, not in isolation. This means that when it is a matter of training educational psychologists, it is not even a remote idea to train psychologists and pedagogues at the same time, but a professional capable of understanding and intervening in the learning of human beings from the inter, multi and transdisciplinary application of knowledge of psychology, pedagogy and even other fields of knowledge related to learning and the development of human beings.

It should be noted that one of the main reasons for failure in terms of learning is the knowledge fragmentation. (Cobos, 2018; FRONTERASCTR, 2020; Jiménez, 2012; Tovisco, 2016) Therefore, no educational action should be isolated, fragmented or mechanical, as is generally the case; it should respond to the individual and collective needs, interests and motivations of the learner, considering that the human being is a social being by essence and that the brain acts in a complex manner. Therefore, promoting the learning of a diverse human being in different contexts requires inter, multi and transdisciplinary actions, so that, transcending its theoretical character, it is realized in practice. (López, 2012; Obando & Arango, 2013; Rivera, 2022)

As it has been explained, Psychopedagogy is a scientific discipline that requires the study and interdisciplinary use of knowledge from Psychology and Pedagogy, two duly consolidated sciences; and it is a branch of knowledge in constant development. This discipline constitutes a dimension with immeasurable possibilities of knowledge generation from an orderly and systematic way of study and application. It should be noted that the scarce presence of scientific organizations dedicated to the study of Psychopedagogy; the few theoretical, methodological and praxeological agreements with respect to the discipline and psycho-pedagogical praxis, the lightness and arbitrariness in the use of specialized language, among others, are factors that slow down its development and scientific consolidation.

Psychopedagogy is endowed with a high scientific character, which is evident in: objectivity, originality, systematization, foundation and diffusion of its knowledge, which, among other essential aspects, constitute criteria of scientificity, indispensable in scientific production. (Padrón, 2016) However, as any developing discipline, in order to approach its object of study, it uses verifiable and unverifiable knowledge. It should be noted that, in a broad epistemological study carried out for this work, there is a diversity of authors who each try to postulate their own criteria, in many cases, poorly grounded, which implies a serious limitation in the scientific development of the discipline.

Object of Study of Psychopedagogy

Regarding Psychopedagogy in general terms and particularly its object of study, there are as many approaches as there are authors. (Bertoldi, et al., 2019; Carrión, 1997; Obando, & Arango, 2013) It is enough to go through the theoretical productions, as well as, through the plans or programs of studies of the Psychopedagogy Careers at undergraduate and graduate level of Latin American universities and other regions, to realize that each author expresses completely different ideas about the discipline. Likewise, the studies carried out by collegiate groups of researchers, careers, universities or other organizations, which, with an institutional voice, express agreements on Psychopedagogy and psycho-pedagogical practice, are minimal. This situation results in a weak, diffuse and highly subjective state of the art of Psychopedagogy, while psycho-pedagogical practice has usually been limited to special or specific educational needs and, even worse, to learning difficulties at the school level. In other words, an object of study as broad as human learning and development is radically and arbitrarily reduced to one life stage, without saying that it is not

important. But this, in addition, restricts the work possibilities of educational psychologists to a single field, such as education.

Although learning is the object as such and development is the individual and collective aspiration, both are mediated or conditioned by countless factors and circumstances that must be addressed in dialectical, complex and holistic processes. In other words, from a totality approach. Psychopedagogy will keep in mind that education emerges as a space of immeasurable value in human learning, since the exchange and participatory reflection of knowledge, experiences, values and assessments, as well as the incorporation, practice and development of skills and abilities are synthesized in knowledge. Therefore, Psychopedagogy will take into account the context in its broadest sense in order to obtain favorable results.

Note that teaching and learning are closely interrelated and mutually influential processes, but they are mediated by other internal and external factors of those who perform them. In light of the above, it is of paramount importance to promote the development of a learning consciousness, which allows the subject to transcend from a position of timid learner and egocentric knower (each in fragmented roles), towards a permanent, collective, independent and autonomous learning behavior, which intelligently resorts to all the necessary supports to learn at any stage of his/her life to promote individual and collective development, since absolute sufficiency is practically unattainable in a world that is permanently changing and transforming itself. The human being learns, develops and transforms throughout life, in every moment and space; which is proper to his/her condition, "human". (Castillo, 2021; Fuentes, H., 2009)

According to Azar (2017, p. 17), the "integrating core of all psycho-pedagogical performance must be the performance of actions in the service of enabling and optimizing people's learning". Thinking that research in psychopedagogy, and that psycho-pedagogical practice are tied to the school stage, is naive, but highly limiting and harmful, since, in addition to limiting the scientific production of this very important and broad disciplinary field to the school, it weakens the training of educational psychologists and reduces their professional action to something that, without necessarily pursuing a professional career could be learned in short courses or seminars to contribute more quickly to the solution of school learning problems.

It is essential to understand and give true meaning and significance to the learning realities. The human being learns, changes, develops and transforms throughout life. Therefore, learning is itself a way of life at any time, in any circumstance or space, and is conditioned by factors internal and external to the subject. In this sense, the idea of supporting learning and participation, beyond an interesting phrase presented as the voice of inclusiveness in school, is realized in the design and implementation of policies, means, resources and other possibilities that make possible the autonomous, critical, reflective and purposeful construction of valid learning for life. Then, it is about real aspects that surpass the emotional intention of arbitrarily adjectival discourses, that confusing science (Pedagogy) with some of its possible characteristics (of love, emancipation, of the oppressed, critical, gender, etc.) and making its understanding difficult, weaken the exchange, reflection, incorporation, development, optimization and other possibilities of learning of the human being as a way towards the construction of "knowledge". In other words, while debating discursive forms that are emotionally raised, the science perspective is lost and the true needs of the integral development of the human being are neglected in terms of the possibilities of teaching, learning, teaching and learning, learning and teaching, etc., in and for life.

Since learning and human development are complex processes that take place throughout life, in different moments, circumstances and conditions, they deserve particular, pertinent, timely, systematic and objective attention. This opens up broad possibilities for research in psychopedagogy and psycho-pedagogical research, which is possible from a complex perspective that involves processes of different nature, resources, people and, in its broadest sense, contexts in which learning takes place. It is a diversity of possibilities focused on the same essence and complementary in all its dimensions, to give rise to the discipline's scientific consolidation and increase its relevance and effectiveness in individual and collective socio-cultural development. Consequently, the work of educational psychologists goes through all stages of human development and is carried out in different areas. In other words, where "learning and development" is at stake.

Fields of Action of Educational Psychologists

Although psychopedagogy originated in the formal educational environment (Euroinnova, 2022; Figueroa, 2020; Ramos, 2022; Tello, 2013), it currently has an increasingly strong presence outside of it, due to the scope and importance of its object, “learning and development” of the human being. Undoubtedly, the school has an important role in the development of society, but its achievements have so far not been able to respond to contemporary demands. (Blancas, 2018; Custodio, 2022; Granja, 2018; Ospina, 2008; Palacios, 2020; Soubal, 2008) it is well-known that, educational practice despite several efforts fails to overcome school traditionalism in teaching and learning. Therefore, the formal educational system is still an area with many opportunities for educational psychologists, due to their high level of training, but not the only one.

As it is known, learning is established as the essential element of individual and collective sociocultural development and transformation; therefore, it is not exclusive to the school or to the first stages of life; rather, it is inherent to human beings, who, regardless of the evolutionary stages, situations or conditions they go through, learn, develop and transform themselves permanently. Therefore, special consideration and attention should be given to the quality, relevance and articulation of learning, as well as to the interests, motivations and needs of the learner, in order to develop dialectic, complex and holistic socio-educational processes that, contributing to the construction of learning, lead to development and integral transformation based on the permanent consolidation of a learning subject.

Lifelong learning emerges as a necessity and even a challenge for today’s society. (Campos, 2006; Dávila, 2013; Fuentes, H., 2009; Serrano, n. d.; UNESCO, 2017; Velasco, 2018) Accordingly, the specialized knowledge and management of learning and human development is essential content of Psychopedagogy.

Within this framework, formal education and integral development; family and interpersonal relationships; health and body care; business, work and professional development; and the meaning of life and values, emerge as the main areas that make possible the realization of the competencies of educational psychologists. In any of these areas, educational psychologists have several possibilities for action, taking into account, among others, the following considerations:

- The psycho-pedagogical action is focused on the orientation and strengthening of the subject’s identity, autonomy and transforming capacity. Thus, the transition from learner to trainee is fundamental in the understanding of the meaning and significance of life, in its broadest sense beyond the social sphere.
- Normality or apparent normality in relationships, processes and results in any situation constitutes a space with countless opportunities for psycho-pedagogical work. In other words, there is no room for the accommodation of educational psychology professionals in apparent states of comfort. Discovery, prevention, psycho-pedagogical intervention and social development, as well as research in psychopedagogy and psycho-pedagogical research, require permanent attention and action.
- In all the fields of action of educational psychologists, there are: the diagnosis of psycho-pedagogical needs (individuals, groups and organizations); the design, implementation and evaluation of socio-educational actions; counseling and guidance for the development of learning processes; and social action.
- The promotion and development of an inclusive culture to make concrete the attention to diversity according to equality, equity and justice in possibilities and opportunities, is present in the psycho-pedagogical action to contribute technically, scientifically and humanistically to social evolution.
- Three principles are assumed for psycho-pedagogical action: *Prevention*, to anticipate situations that may hinder integral development; to prevent the presence of problems or prepare to counteract them, if they occur; to reduce the number of cases of a population that may be affected by a phenomenon; and to develop competencies to act adaptively in harmful conditions. *Development* is integrated to prevention, it seeks to increase and activate the

potential development of the person or groups of people, with actions that contribute to the structuring of their personality, increase capacities, abilities and motivations. *Social action*, which implies the possibility of recognizing the contextual variables in order to resort to the competences acquired in the intervention, to adapt and face them in their constant transformation. (López, G. et al., 2006)

- Although the design, implementation, coordination, evaluation and assessment of plans, projects, programs and other possibilities focused on learning and the integral development of the human being in different environments are within the competencies of educational psychologists, it is no less true that the results will depend on the quality of their performance and the participation of inter, multi and transdisciplinary teams. It is vital to develop a collaborative culture, in order to face any situation in any field with solvency.
- Social problems cannot be addressed in isolation from a single field of knowledge, but rather through the inter, multi- and transdisciplinary application of knowledge from different fields.
- Counseling in offices and/or departments of psycho-pedagogical guidance, coordination of specialized and administrative units or offices, as well as research for the improvement of professional practice, among others, are favorable spaces for the action of educational psychologists due to their broad personal and professional training, since they are managers of learning, development and social action, in any field.

Competencies of Educational Psychologists According to Their Fields of Action

The competencies of the educational psychologists are performed in various and even all social fields, whenever they involve learning, human development and social action. However, in order to have a more objective orientation, to a certain extent, on its actions, 5 areas of action are proposed and within these, 4 aspects: *Situations or frequent conditions* that demand its intervention; *Prevention* (prevention itself and development) which basically implies, counseling, implementation, coordination, etc., of policies, plans, programs, projects or specific actions according to contextual needs; *psycho-pedagogical intervention*, with similar processes, but, contextualized to any field; and, *social action*, which involves the design, awareness, counseling, coordination, participation and/or implementation of policies, plans, projects, etc.

Competencies of Educational Psychologists in the Field of Formal Education and Integral Development

Situations / Conditions. In this field it is common to find: high abilities, specific learning and teaching difficulties; generalized developmental disorders; situations of disability (functional diversity) and vulnerability; disruptive behaviors and risk behaviors; adaptation difficulties (teachers, students, others); and personal, social and professional training needs or requirements.

Prevention. Prevention Itself. This basically includes: educational inclusion, attention to diversity and affirmative action; optimization of the use of time; curricular adaptations; participation of parents and/or representatives; educational articulation and transition; detection and attention to specific educational needs at school and family level; and individualized follow-up of students with special or specific educational needs, among others.

Development (Integrated to Prevention). This generally includes: discovery and enhancement of cognitive, affective and motor skills; development of socioemotional skills to prevent violence, addictions, early pregnancy, among others; strengthening of teachers' social and professional skills; self-regulation of learning; training and continuing education; design and evaluation of methods, methodologies, strategies, techniques and other resources for teaching and learning; design and evaluation of innovative educational proposals; development of communication skills; and professional vocational counseling, among others.

Psycho-Pedagogical Intervention. It includes the following phases: demand management, educational needs assessment, decision (approach or referral), design of the intervention plan, implementation of the intervention plan, and follow-up and evaluation of results.

Social Action. This applies to: design of institutional objectives and strategies in the area of education in the short, medium and long term; development of the Institutional Educational Project, the Institutional Curricular Planning and other planning instruments; educational reincorporation; school coexistence; socio-

educational mediation, contextual analysis of learning and development competencies; family participation in socio-educational processes; and socio-educational activities with the entire educational community.

Competencies of Educational Psychologists in the Field of Family and Interpersonal Relations

Situations / Conditions. Most commonly, there are: pervasive developmental disorders; high abilities, specific learning difficulties and educational support; disability (functional diversity); vulnerability situations; disruptive behaviors and risk behaviors; school adaptation difficulties; pregnancy stage, stimulation and early education; and, family and community organization and development; among others.

Prevention. *Prevention Itself.* This is carried out in: optimization of the use of time; participation in education and its processes; detection and attention to specific needs; support and enhancement of learning in the family; and, specialized counseling in the attention and prevention of addictions and risk behaviors; among others.

Development (Including Prevention). This includes: acquisition and strengthening of competencies to optimize cognitive, socio-affective, emotional and motor skills; education with families, for the strengthening of their dynamics; preparation of the pregnant woman and the family to receive and enhance the development of the newborn; adequate action in the face of pregnancy, intrauterine and early stimulation; development of physical, intellectual, socio-affective and emotional capacities in early childhood in the family and the community; optimization of competencies for the care and empowerment of prenatal development; and, design and evaluation of innovative socio-family and community proposals; among others.

Psycho-Pedagogical Intervention. It consists of the following phases: demand management, assessment of the situation or need, decision (approach or referral), design of the intervention plan, implementation of the intervention plan, and follow-up and evaluation of results.

Social Action. This is carried out in: policies, programs and projects of assistance and support to the family with learning and development as its axis; trainer of trainers programs; development of diverse people in the family and the community; programs of assistance to infancy, childhood and adolescence; plans to strengthen identity, sense of belonging, cooperation, complementarity and co-responsibility, among others, inherent to the existence of the human being as a social entity; counseling in child and adolescent care programs, educational, social and labor reintegration; adult education and counseling; affirmative action plans and programs; psycho-pedagogical coordination in the sports and recreational field; mediation in the resolution of family, community and intercultural conflicts; promotion and counseling to community organizations from the understanding of rights, law and their development possibilities; and, counseling in adoption processes and training of families and reception centers; among others.

Competencies of Educational Psychologists in the Field of health and Body Care

Situations / Conditions. Commonly there are: situations of vulnerability; disruptive behaviors and risk behaviors; education and development of people in situations of illness; needs or demands for personal, social and professional development; and the relationship between family, patient, institution and context; among others.

Prevention. *Prevention Itself.* This is carried out in: appropriate use of free time, support and enhancement of learning; prevention of socioemotional alterations; guidance to families with students in situations of illness, hospitalization, inpatient treatment and/or prolonged medical rest in study habits and techniques, and current regulations, among others; and, inter-institutional coordination to implement health prevention strategies: detection of signs and symptoms of diseases; sexual and food education; good social relations and good treatment, among others.

Development (Including Prevention). It enables: educational reintegration; optimization, preservation and rehabilitation of cognitive, affective and motor skills; optimization of socio-educational skills of permanent teachers and itinerant teachers and tutors; development of skills (family and health staff) to support learning and participation; and, design and evaluation of methods, methodologies, techniques and other possibilities for teaching and learning in reception care, treatment and health centers; among others.

Psycho-Pedagogical Intervention. It consists of the following phases: demand management, assessment of the situation or need, decision (approach or referral), design of the intervention plan, implementation of the intervention plan, and follow-up and evaluation of results.

Social Action. This includes: policies, plans and programs for educational support and inclusion in reception, care, treatment and health centers; trainer of trainers programs; methodologies for the proper functioning of hospital classrooms; monitoring and assistance for the learning of students in hospital and home classrooms; coordination with health workers, reception and treatment centers on the socio-educational actions necessary for students in a situation of illness; and the development of soft skills, among others.

Competencies of Educational Psychologists in the Field of Business, Work and Professional Development

Situations / Conditions. In general, these include: labor adaptation difficulties; human talent incorporation needs; dynamics and development of workers' associations; participation of workers and their associations in the company; and personal, socio-labor and professional development needs or requirements, among others.

Prevention. *Prevention Itself.* This is carried out in the following areas: identification of signs of work stress, low performance and others in the work dynamics; support and enhancement of lifelong learning; prevention of workplace harassment, promotion of inclusion, attention to diversity and affirmative action; development of social and labor activities to prevent socioemotional alterations; and, job rotation according to: workers' competencies and business needs; among others.

Development (Including Prevention). This makes it possible to: strengthen labor identity and empowerment; enhance socio-labor competencies for the permanence of workers through continuing education and training plans; strengthen initiative and creativity as a basis for the development of new products and services; strengthen the dynamics of the workers' association; design and evaluate models, methodologies, techniques, strategies and other possibilities for socio-labor training; and, stimulate spaces and resources for research; among others.

Psycho-Pedagogical Intervention. It consists of the following phases: demand management, assessment of the situation or need, decision (approach or referral), design of the intervention plan, implementation of the intervention plan, and follow-up and evaluation of results.

Social Action. It enables: educational policies, plans and programs for the labor sector; design of policies and plans for social and labor insertion and reinsertion; trainer of trainers programs; socio-labor integration plans and programs; construction of labor itineraries according to: competencies, vocational interests, training and socio-labor demands; selection, induction, accompaniment and guidance of human talent; analysis of the demands of a position in relation to the learning and adaptation capacity of the candidate; counseling and guidance in the learning of specific tasks; professional counseling for labor insertion, reinsertion and promotion according to development aspirations with emphasis on labor identity; psycho-pedagogical expertise in different labor fields; incorporation and development of soft skills; and, advises about socialization processes, empowerment and application of labor standards from its perspective; among others.

Psycho-Pedagogical Competencies in the Area of the Meaning of Life and Values

Situations / Conditions. Generally there are: adaptation difficulties; vulnerability situations; disruptive behaviors and risk behaviors; learning and development in different situations; articulation between contexts: care, prevention, treatment, rehabilitation, education, labor and social; depending on the case; labor insertion and reinsertion; and personal, social and professional development needs or demands; among others.

Prevention. *Prevention Itself.* This results in: optimization of the use of time; detection and attention to specific needs; support, preservation and enhancement of learning; specialized counseling in the care and prevention of addictions; prevention of disruptive behavior, emotional disturbances and violence; and plans and programs for the protection of minors, youth and adults at social risk, among others.

Development (Including Prevention). Focused on: acquisition, development and optimization of cognitive, affective and psychomotor skills; development of competencies for the care, education and development of the human being; objective gamification of activities for education and development; design of strategies for the treatment of addictions based on learning as the essence of behavioral change; and innovative proposals for socialization, learning and development of human beings in diverse situations; among others.

Psycho-Pedagogical Intervention. It includes the following phases: demand management, assessment of the situation or need, decision (approach or referral), design of the intervention plan, implementation of the intervention plan, and follow-up and evaluation of results.

Social Action. That achieves its implementation in: educational policies, plans and programs; policies, plans and programs for educational insertion and reinsertion and labor insertion and reinsertion; trainer of trainers programs; development of educational programs for social rehabilitation articulated with educational, labor, financial and social systems, among others; monitoring and specialized accompaniment; programs and projects for social inclusion and attention to diversity; discovery and enhancement of skills and abilities; psycho-pedagogical expertise on children, adolescents and adults in different areas; and coordination of socio-cultural programs and activities for children, adolescents and the elderly.

CONCLUSIONS

There is an immense diversity of criteria surrounding Psychopedagogy, which has hindered its scientific consolidation. Although, some authors refer to it as science, considering the characteristics evident in a highly diffuse state of the art, so far, it has reached a status of scientific discipline. However, it represents a field of knowledge with immense opportunities and research possibilities, on which it depends to consolidate as a science, perhaps, in the long term.

The object of study of Psychopedagogy is learning and the integral development of the human being; considering that, as a social being by essence, the human being learns, develops and transforms throughout life, at all times and in all places.

Psychopedagogy as a scientific discipline, based on its theoretical, methodological and praxeological foundations, directs the psycho-pedagogical practice in different social areas, such as: formal education and integral development; family and interpersonal relationships; health and body care; business, labor and professional development; and the meaning of life and values, among others.

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