

Psychosocial action as praxis in psychology: Insights from professional practices

La acción psicosocial como praxis en psicología: comprensiones desde las prácticas profesionales

A ação psicossocial como praxis em psicologia: uma visão a partir das práticas profissionais

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Abstract

Introduction: In recent decades psychology has transcended the ways of understanding human, so that contextual interpretation and analysis is carried out from a psychosocial perspective, which can be evidenced at the formative level in the development of professional practices. **Objective:** To understand the perceptions of students and graduate psychologists around psychosocial action and praxis from the context of practices at the Universidad Nacional Abierta y a Distancia (UNAD). **Methodology:** Descriptive qualitative study, in which 32 people selected through a non-probabilistic sampling by convenience participated. The semi-structured interview and the focus group were used. The information processing was carried out through thematic analysis. **Results:** Psychosocial action is evidenced as an approach perspective characterized by interaction and the ability to transform a problematic situation where the professional exercises a horizontal role privileging subjective and collective knowledge, defined by the implementation of alternative methodologies that entail a reflexive character. **Conclusions:** Psychosocial action as an interactional and transformational process enables an expansion of perspectives and imaginary conceptions on practice beyond the clinical-private sphere.

Keywords: Social Transformation; Psychosocial Intervention; Social Interaction; Professional Practice.

Resumen

Introducción: En las últimas décadas, la psicología ha trascendido las formas de comprensión de la realidad humana, de forma tal que la interpretación y el análisis contextual se realiza desde una perspectiva psicosocial, que puede ser evidenciada a nivel formativo en el desarrollo de las prácticas profesionales. **Objetivo:** Comprender las percepciones de estudiantes y psicólogos titulados en torno a la acción y praxis psicosocial desde el contexto de las prácticas en la Universidad Nacional Abierta y a Distancia (UNAD). **Metodología:** Estudio cualitativo-descriptivo en el que participaron 32 personas seleccionadas a través de un muestreo no probabilístico por conveniencia. Se hizo uso de la entrevista semiestructurada y el grupo de enfoque. El procesamiento de información se llevó a cabo mediante análisis temático. **Resultados:** La acción psicosocial se evidencia como una perspectiva de abordaje caracterizada por la interacción y la capacidad de transformación de una situación problemática en la que el profesional ejerce un rol horizontal privilegiando el saber subjetivo y colectivo, definido por la implementación de metodologías alternativas que conllevan un carácter reflexivo. **Conclusiones:** La acción psicosocial como proceso interaccional y transformacional posibilita una ampliación de las perspectivas y concepciones imaginarias sobre la práctica más allá del ámbito clínico-privado.

Palabras clave: Transformación social; Intervención psicosocial; Interacción social; Práctica profesional¹.

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¹ Los términos clave han sido recuperados a partir de DeCS - Descriptores en Ciencias de la Salud.

Resumo

Introdução: Nas últimas décadas, a psicologia tem transcendido as formas de compreensão da realidade humana, de tal forma que a interpretação e análise contextual são realizadas a partir de uma perspectiva psicossocial, o que pode ser evidenciado no nível formativo no desenvolvimento das práticas profissionais. **Objetivo:** Compreender as percepções de estudantes e graduandos de psicologia sobre a atuação e a práxis psicossocial a partir do contexto das práticas na Universidade Nacional Aberta e a Distância (UNAD). **Metodologia:** Estudo qualitativo-descritivo com a participação de 32 pessoas selecionadas por meio de amostragem não probabilística por conveniência. Foram utilizadas entrevistas semiestruturadas e grupos focais. O tratamento dos dados foi realizado por meio de análise temática. **Resultados:** A ação psicossocial evidencia-se como uma perspectiva de abordagem caracterizada pela interação e capacidade de transformação de uma situação problemática em que o profissional exerce um papel horizontal privilegiando o conhecimento subjetivo e coletivo, definido pela implementação de metodologias alternativas que implicam um carácter reflexivo. **Conclusões:** A ação psicossocial enquanto processo interaccional e transformacional permite um alargamento de perspectivas e concepções imaginárias da prática para além da esfera clínico-privada.

Palavras-chave: Transformação Social; Intervenção Psicossocial; Interação Social; Prática Profissional.



Introduction

The understanding of human reality from the psychological discipline has been marked by an existential evolution that has privileged a rationalist and linear approach inscribed in the logic of positivist thinking (Abad Salgado, 2022). Until about three decades ago, this approach was based exclusively on a pathogenic model that sought to reduce and control disease, without considering the need to create and co-create personal and social conditions to promote well-being. Hence, higher education programs, in the national context, in order to promote a holistic disciplinary approach in psychology training, have begun to promote a knowledge and a way of doing centered on the psychosocial perspective.

Therefore, the interest of this article is to socialize the understandings of both psychology students and graduate psychologists about psychosocial action in the professional practices of the Psychology program (Resolution 3443 of the Universidad Nacional Abierta y a Distancia [UNAD]), in coherence with the imprints, trajectories and institutional bets. This interest is born, precisely, in the recognition of the aspects that characterize the training of UNAD psychologists and that transcend the orthodox clinic of the discipline, to focus on the understanding of contexts broader than the individual, such as family, school, community, organizational, institutional and economic-political, from the psychosocial action in situ, in a formative-productive scenario.

The above in the understanding that the university-productive sector relationship faces the demands of the social system according to the constant evolution and contextual transformation, inviting the leverage of a professional training with a differentiating character that is evidenced through the practical exercise, so that psychology as a profession configures a field of experiential articulation that, as mentioned by Sabala Moreno et al. (2022), allows the psychologist in training the contact with the ways of acting and the object-subject of the profession in the context in which he/she is inserted, being the psychosocial a differentiating approach perspective that grants the professional the possibility of building a role based on interactional and dialogic aspects, placing him/herself in a position of equal with those he/she interacts with and not from a distant position that grants him/her a power relationship over those he/she acts with.

Thus, ontologically from the psychosocial praxis, the way in which the complexity of the social system directly affects the intersubjective actions of the professional is determined by the emerging multicausal and multifactorial demands of the environment, giving account of a professional doing that, for the case of this research, was constituted in the thematic core of inquiry, from the assumption of a concept of the psychosocial knotted to the vision of Trujillo Urrego and Palacios Moreno (2020), who refer to the transcendence of the union of concepts and relationships between the psycho and the social, settling in the interaction, recognition and valuation of the subjective and collective human being under construction.

Theoretical framework

Psychosocial: from intervention to action

The background of psychosocial action is framed in a praxis with a transformative sense.



This is understood as a holistic approach to reality that enables the construction of collective knowledge as a counter-response to the deterministic and linear cause-effect vision of the classical paradigms, models and approaches of psychology, by transcending the stylistic postulates of the discipline.

According to the above, taking the path of the union or the inflexible disintegration of the psychosocial concepts to understand praxis implies a reductionist position regarding the meaning and significance of the dialectical relationship between these elements, which as an emerging practice is clearly distinguished from conventional, institutionalized and institutionalizing interventions, placing itself on the opposite shore to that of the oblivion of social knowledge (Manero Brito, 2019).

However, authors such as Rolnik (2019) argue that psychology continues to be part of the colonial-capitalist dis-positive, which was born historically as a narrative and a technique that legitimizes and naturalizes the dominant modes of subjectivation, so that the practice in the field of psychology is contextually suspended in time and clinging to empiricism, which, according to Morales (2021), synthesizes psychological phenomena, while invisibilizing the historical, political, social and cultural dimensions of its configuration.

Thus, psychosocial as a humanizing alternative praxis outlines in its principles the recognition, support, accompaniment, sympathy and empathy, as opposed to the reification or reification of being (Donaires, 2022), which implies the understanding of reality in a dynamic, binding and incident way, in which the central axis is the interaction with others (equal and different in themselves), contrary to the phenomenon of not observing the needs of fellow human beings (Smajdor, 2023).

Psychosocial is, then, a concept that from the psychological discipline and in the training of professionals itself invites to a resignification of doing, transcending individualism and methodological reductionisms that for years have characterized the practice of psychology as an operative and synthesis process in the design of action, sometimes simplistic and focused on the approach-technique dyad (Gargiulo, 2022), whose ideological root is centered on the hegemonic power that has imposed a way of understanding and establishing solutions that in many cases excludes the real participation of people (Rodríguez-Ferreya and López, 2020).

This conceptual approach denotes importance in that semantically and pragmatically the language constitutes a fundamental element that contributes to elucidate the way in which psychosocial praxis becomes visible, fades and overlaps in the history of psychology. Therefore, the concepts of psychosocial intervention and psychosocial accompaniment or action are at the genesis of this discussion which, far from pretending epistemic, theoretical and methodological depth, seeks to show the common and differentiating aspects, as well as their evidence in professional practice.

Intervention is thus defined as a process focused on assistance, protocolized and pre-established, in which the population is perceived as the "object of intervention", denoting a hierarchical approximation, from which the participants of the intervention are understood as passive agents (Rivera Holguín et al., 2019). On the other hand, psychosocial accompaniment or action is a way of doing that links fieldwork with a reflective component, which enables genuine interaction between social actors and professionals, through which the participation of groups, individuals, institutions and communities generates options nurtured by reality.



community, approaching the path of social transformation and distancing itself from welfare functions (Espinosa González, 2020).

This interaction in the psychosocial action becomes, in the words of Aristizábal Murillo and Mayorga Ortigón (2022), the peak element through which it is possible to transcend the field of limitations of the purely psychological and the purely social, in that, in the first place, the action denotes a particular way of doing in context, which affects reality in order to transform it and which in its primary form comes from intervention, action denotes a particular way of doing in context, which has an impact on reality to transform it and which in its primary form comes from intervention, and secondly, the psychosocial enables the recognition of where that action should be directed.

The field of professional practices

The development of professional practices for the training of students in higher education aims to contribute to professional training through the link between the university institution and society (Gutiérrez Bernal et al., 2019), which are conceived as the scenario for initiating working life, while at the same time making possible the strengthening of professional identity and the reinforcement of the graduate profile.

The practical exercise invites students to stage the formative aspects that characterize them as disciplinarily and professionally competent subjects, evidencing in the socio-labor context the attributes and traits that differentiate and define them as professionals, in such a way that their individual and social development is favored, and the practitioner is significantly prepared for life and work (Ronquillo Triviño et al., 2019).

Anchondo et al. (2020) refer that professional internships themselves are recognized for generating value in professional training, making possible, together with the real approach to the work environment, a process of self-evaluation aimed at the application of knowledge, thus discovering strengths and areas of opportunity in coherence with the needs and problematic situations of the context of action.

In this regard, regarding the training and practice of psychologists, De Almeida Santos and Benevides Soares (2020) mention that a constant process of reflection should be generated to enable rethinking the professional role in terms of competencies and to strengthen not only at an explicit technical level the conceptual and theoretical knowledge, but also the mastery of language, which allows to adequately face the processes of interpersonal interaction that characterize the training of this professional.

Some authors refer that between theory and practice, both in the field of the psychological discipline and in other areas of knowledge, there is a gap of great dimensions that is evident in field work. Galeano Orozco and Rodríguez Bustamante (2014) insist that "practices provide valuable tools to students [...] allowing knowledge to converge with the realities of the populations" (p. 2), which constitutes a scenario of positive and constructive confrontations between skills and knowledge.

For Palacios Liberato (2019), it is essential that the strategies proposed for development



The practices should integrate professional training in a relational and articulated manner, and benefit the work in real scenarios, since students face complex, dynamic and new situations, product of a demanding social structure and a changing reality. Therefore, in the words of Támara Garay (2022), professional practices in Psychology programs should be the result of a dynamic exercise of constant evaluation that builds and reconstructs the essence and the formative purpose, and guarantees continuous improvement as a way to ensure the generation of new knowledge about the contextual reality.

Facing professional training and practice, Kayasheva and Khanova (2019) indicate that one of the defining roles in the evolution of successful professionals is reflexivity which implies the ability of students to analyze and solve challenging situations in their disciplinary activity, reveal their personal particularities that contribute to or hinder their formative progress, and understand their place in the professional world.

For the authors, reflexivity is an important component that regulates personality insofar as it allows students to reveal their strengths and weaknesses in professional action, and to efficiently adjust behavioral strategies according to goals and objectives based on a subject-action-praxis approach. Grondona-Opazo and Rodríguez-Mancilla (2020) ratify the importance of reflexivity in psychology by mentioning that, given that there is a tendency towards technification and standardization of interventions as a result of the instrumentalization of the discipline, it is necessary to recover the centrality of the ethical dimension in professional praxis, which, according to Kinsella et al. (2015), includes being faithful to the principles of practice, being communicative, being in tune with the values and understanding one's own needs and those of others, going beyond the principles, norms and traditional professional codes.

Methodology

Nature of the research

A qualitative-descriptive study was conducted with the purpose of understanding the perceptions of students and graduate psychologists about psychosocial action and praxis from the context of professional practices at UNAD. It was based on the conception of Ramírez-Elías and Arbesú-García (2019), who refer that qualitative research is particularly appropriate when it is desired to obtain a personal perspective of a specific event, since this methodology does not seek to generalize the phenomena and rather aims to understand certain particularities of why, how and why of a fact from the particular perspective of the subjects who are part of the study. Thus, the descriptive design was considered appropriate, since it recognizes the subjective nature of the study problem and the experiences of the participants by presenting the findings directly (Doyle et al., 2020).

Participants

The sample consisted of 32 participants linked to the reference groups described in Table 1.



Table 1.
Characterization and population distribution

Group		Quantity	Representation
UNAD Interns	Psychology	8	Students of the Professional Practice course Scenario 1
		8	Students of the Professional Practice course Scenario 2
Graduate psychologists with experience in teaching or in the productive sector.		8	UNAD's zonal practice support teachers
		8	Representatives or practice tutors from institutions with which UNAD has signed inter-institutional cooperation agreements.

Source: Own elaboration.

The selection of participants was made using a non-probabilistic sampling by convenience and homogeneous cases, with the purpose of having representation from each of the eight areas that make up the UNAD, being the reference point for their selection and inclusion: being of legal age, disciplinary training in psychology, common experience with the thematic axis of the research, the performance of a leading role in the process of professional practice and their voluntary intention to participate in the research process.

Instruments and techniques

The semi-structured interview and the focus group were used to collect information consistent with the research objectives. For Piza Burgos (2019), the semi-structured interview is understood as a meeting to exchange information in which its formulation, order, depth and content are subject to the researcher's criteria. In the research, its purpose was to know the perception of graduate psychologists about psychosocial action as the basis of professional practices in the Psychology program at UNAD and, therefore, it was applied both to the zonal practice leaders and to the tutor representatives of external institutions.

The focus group aimed to recognize the perception of UNAD Psychology students regarding psychosocial action as disciplinary praxis and was developed with the participants of the courses Professional Practice Scenario 1 and Professional Practice Scenario 2. For this, we appealed to the definition of Sim and Waterfield (2019), who refer that, in general, a focus group is a type of group discussion on a topic under the guidance of a trained moderator, who organizes and structures the meeting, promoting, in addition, a conversation that reflects a degree of spontaneity, to collect the contributions of others. The thematic categories on which the instruments were structured and on which the data analysis was carried out are described in Table 2.

Table 2.
Categories of analysis

Category Type	Descriptor
Theoretical	Insights into psychosocial action.
Descriptive	Characterization of psychosocial action as a praxis in psychology.
Relational	Differences or coincidences of the psychologist's psychosocial action with other professionals within the framework of practice development.

Source: Own elaboration.



The processing of the information was carried out by means of thematic analysis, through the classification of the information according to the previously defined categories and the compilation of common and distal elements with the referential and theoretical development of the research, based on a systematic and structured process (Braun et al., 2019). To this end, two stages were developed: initially, a transcription of the information collected from the application of the instruments and, subsequently, the use of analysis matrices as a methodological tool that made possible the organization and distribution of the data according to defined categories, in response to the 16 interviews conducted with the students and the information collected in the two focus groups made up of eight professionals each.

Likewise, the Word Cloud Generator program was used to graphically represent the recurrence of similar words related to the topic of study in coherence with the perception of the participants. According to Vilela et al. (2020), the word cloud, or labels, is a useful visual tool in the processing of information and analysis of qualitative data, whose effectiveness is in the treatment of the text and in the categorization of the results.

Procedure

The research was developed around five phases: a) disciplinary recognition for the theoretical-conceptual and methodological approach; b) identification and selection of participants according to the described inclusion criteria; c) design and application of instruments and techniques for data collection; d) thematic analysis of the information according to study categories; e) socialization of results.

Ethical considerations

The criteria described in Resolution 8430 of 1993, which establishes the scientific, administrative and technical norms for research, were considered, taking as a reference the maximization of the benefits and impacts of the process and the classification and minimization of risk, for which the informed consent of the participants, privacy, confidentiality and protection of identity were used.

Results

Taking as a reference the purpose of the inquiry process carried out and in coherence with the methodological aspects on which the research was based, the categorical analysis matrices are presented below, showing the most relevant findings. The results were presented in two ways: first, by presenting common and distal aspects identified in the participants' narratives, and second, by contextualizing the knowledge from the articulation of the findings-theory-theory-practice.

Tables 3, 4 and 5 show the discursive elements of the participants in coherence with the defined categories.

Table 3.
Theoretical category

Category	Psychology Interns	Graduate Psychologists
Insights into psychosocial action	Approach that allows to define what to do as psychologists in a specific context by identifying needs.	A multidimensional and multifactorial approach to human problems.
	Configuration of a way of acting in psychology that addresses both subjective and collective aspects.	Structured practice in which the professional in Psychology interprets reality in an integral and relational way.
	Practical method through which the psychologist understands an action scenario to act in favor of well-being.	Interdisciplinary approach to the knowledge of subjective and intersubjective situations in terms of context reading.
	A non-assistance service model that allows the development and well-being of the human being at both the individual and social level, requiring interdisciplinarity.	Professional approach perspective that makes it possible to characterize, understand and act on the experiences of a particular subject or group.
	A perspective of action shared by various professionals that is applicable to diverse contexts.	A lens in permanent construction that enables the approach to reality transcending the community level and settling in the diversity of contexts in which the psychologist acts.

Source: Own elaboration.

Table 4.
Descriptive category

Category	Psychology Interns	Graduate Psychologists
Characterization of psychosocial action as a praxis in psychology.	Psychosocial action is characterized by the consideration of people's well-being.	Action as praxis is reflexive and enables constant openness, evaluation of doing and evolution of being.
	The psychosocial aspect is an integral understanding that takes into account the relationship between the context and the subject.	The psychosocial has as a fundamental characteristic a plural mode of human conception from the integrality and contextual dialectics.
	It is transformational, privileging interaction and communication.	In psychosocial action, the relationship of the professional with the community, subjects or groups is horizontal.
	Psychosocial action as a praxis is characterized by the social commitment that the professional must develop.	Action as praxis makes possible the use of emerging theoretical alternatives in consonance with the cosmivision of being.
	In the psychosocial area, popular knowledge and scientific knowledge are considered.	The praxis in psychology from the psychosocial approach evidences a non-traditional and situated holistic formation.
	It is a non-arbitrary form of intervention in which human values and rights are paramount.	The psychosocial action refers to a transformational character from the use of active and innovative methodologies.
	It is a way of doing that allows the use of varied methodologies of a disciplinary and interdisciplinary nature.	The focus of psychosocial action is not assistance, but guiding accompaniment for social change.
	Action is a form of accompaniment in psychology that considers the intra- and intersubjective.	In praxis, psychosocial action is reflexive and characterized by the convergence of particular and shared knowledge.
	Psychosocial action is characterized by the recognition of needs based on the participation of the subjects in order to agree on action plans.	The psychosocial is characterized by being particularistic in terms of human conditions and generalistic in terms of social knowledge.
	Psychosocial action is characterized by recognizing, validating and making use of the beliefs, customs and daily practices of individuals and communities.	The psychosocial is characterized by the critical, reflective and constructive posture of the professional who is the agency of the action.

Source: Own elaboration.



According to the results obtained, it is possible to evidence the concurrence of information on the understandings of psychosocial and its characterization both in the voice of students and professionals. However, there is a marked difference in terms of how the former privilege in their discourse the purely methodological aspects of psychosocial action or accompaniment, while the latter refer to psychosocial as an approach perspective that transverses the professional's knowledge and work from a situated psychology.

On the other hand, a differentiating element of psychosocial action from psychology understood as a science, discipline and profession is inserted in the discussion, which lies in the recognition of both social and individual aspects for the generation of alternative solutions to the problems felt by the groups, communities and institutions with which it interacts. These aspects denote an indissoluble relationship and, therefore, cannot be approached in a separate, linear or timeless manner.

Discussion

In coherence with the results obtained, it is possible to observe how the conceptual understandings around the purpose of psychosocial action have woven a common thread in the construction of knowledge as one of the pillars of psychology and have privileged the recognition of the psychologist's role from professional practices as guidelines for its development. Therefore, semantizing, understanding or explaining and reinterpreting psychosocial action as praxis in psychology from the professional practice makes it possible to configure emerging and distant action scenarios, although not antagonistic, from the traditional intervention, accounting for a multidimensional and multifactorial form that transcends the social function of the professional, giving sense and meaning to university training from the institutional imprints and traces, and in this case those that characterize the training of psychologists at UNAD.

Thus, explicitly incorporating the psychosocial perspective in psychology training, starting from the forms of understanding and modes of action, means considering praxis beyond the dimension of human behavior, with the purpose of facing professional practice in a holistic manner by providing an integral theoretical-methodological framework that can be applied to various fields. Aspects such as participation, transcendence and reflexive autonomy are found in the genesis of praxis and provide new forms of social relationships, alternative definitions of problems and continuous changes at the personal and social level, from an ethical stance and vindication of the human condition. Frosh and Mandelbaum (2019) refer that the psychosocial boasts a strong ethic, based on the importance of developing and using the capacity to understand one's own internal and external situation with clarity, without restrictions, and as far as possible, with the truth.

This is evidence of a redefinition of professional roles as opposed to the classic power structure of the professional at the top and the individual-collective subject at the bottom. From praxis, psychosocial actions seek to break with role clichés and adopt instead more horizontal forms of interaction, becoming a facilitating aspect of change processes. This statement is important and is in line with the statement by Rodríguez-Ferreira and López (2020) that psychologists are required



able to act in a diversity of scenarios, able to understand the complexity of their action texts and willing to engage in processes of constant reflexivity on their own work in relation to the relationship with those who interact in community spaces (p. 2).

Along the same lines, it is important to mention the levels of execution of psychosocial action, considering that the preventive, supportive and promotional levels are prioritized over the treatment of problems with an individualistic, rehabilitative and welfare-oriented character, which means that the efforts of the action as a praxis are aimed at creating conditions conducive to well-being. This process requires the imminent participation of the people potentially affected by a particular situation, and the aim is to get from a starting point to a goal point by privileging the freedoms and emphasizing the abilities, capacities and strengths of the subjects.

In this regard, Kawamura and Guzzo (2020) refer that this accounts for the emancipation of the being, which must be seen not only in its political dimension, but also in its psychological dimension. It is precisely in the subjects' capacity for action in the face of their own emancipation process that the genesis of this action is to be found in its value of conducting planning and awareness as an intrinsic reciprocal relationship.

Psychosocial action as praxis in psychology is therefore a valid option, not exclusive to the discipline, in which questioning and constant reflection allow us to take alternative paths to the traditional episteme of the profession, understanding that the place of the practicing psychologist (as a student, but also a constant doer of the profession) implies, while seeking the appropriate knowledge to respond to the problematic situations of his or her context, an openness to know in a passive voice those situations, assuming the active position of the subject who is the subject of his or her context, but also a constant doer of the profession) implies, while seeking the appropriate knowledge to respond to the problematic situations of his or her context, an openness to passively learn about those situations, assuming the active position of the subject who listens and not the speaker. In other words, making the lack of knowledge of reality an ally and tool to give an active voice to the subjects involved from their own reality, echoing the method proposed by Marini et al. (2015):

to make of our ignorance a doctrine characterized by the willingness to listen to the singularity of those who present themselves to us, a singularity of which we know nothing [...] as a progress of non-saber and it is a progress that is not without the other. (p. 443).

In this sense, the psychosocial praxis in psychology raises a transition from the dichotomous object-subject and individual-social to the dialogic as a transformational strategy, which, in the words of Galea- no-Amaya (2019, p. 145), is necessary to understand social realities, which are alien to us as professionals, who, in our eagerness to position psychology as a science, put aside the humanization of knowledge and the humanization of knowledge. 145), is necessary to understand social realities, which are alien to us as professionals, who, in our eagerness to position psychology as a science, set aside the humanization of knowledge and the primordial purpose of action-research, whose function should be emancipatory, overcoming the barriers of methodological reductionisms.

Consequently, professional practices in psychology constitute the proscenium and, therefore, the (pre)text-(con)text from which the psychosocial praxis materializes as a categorical inductive argument that consolidates the professional's graduate profile, favoring the strengthening of



aptitudes, skills, knowledge and abilities around psychosocial action not only from the shore of subjectivity, but also from the relational dimension (Barreira, 2020), consolidating, as mentioned by Hora et al. (2020), as valuable and high impact practices, which reflect the professional identity and the social inscription made by the professional from his discipline.

An inscription that in itself and in the voice of psychologists in training is the social inscription of the program in the immediate environment, so from the research process it was possible to recognize that the basis of psychosocial action from the practices in the Psychology program at UNAD are not limited to reproducing predetermined activities, but to incorporate, as mentioned by Palitsky et al. (2022), alternative methodologies that are evidenced in the contexts of institutional action and interference and that are determined by the nature and scope of the praxis itself.

Conclusions

From the perceptions of the students and professionals participating in the study, the understanding of psychosocial action obeys to a way of doing in context, accounting for a conception that transcends the literal interpretation of the terms that comprise it. On the one hand, action is seen as an interactional and transformational process that grants an equal community-professional relational status and, on the other hand, the psychosocial as a perspective that from the methodological point of view orients doing from a dialogic category and, therefore, binding between the subjective and the collective in a process of double incidence.

From the professional practices, psychosocial action as praxis and imprint of the Psychology program at UNAD focuses the know-how in the development of alternative methodologies that guide by their nature and scope such praxis, understood as a result of the reflection and experience of community actors and professionals, to reach the understanding and construction with the other.

For the Psychology program at UNAD, professional practices become a reference for external professionals and the productive sector, who identify the program's imprints focused on a psychosocial action that transcends the classic postulates of the discipline, making possible an expansion of perspectives and imaginary conceptions about the practice beyond the clinical-private sphere.

Finally, the research process constitutes a reference for psychology training programs, due to the contribution it makes by articulating the conception of students, teaching professionals and external professionals, serving as a support for the aspects of innovation and micro-curricular alignment at both theoretical and practical levels.

Conflicts of interest

The professionals that make up the research team declare that there are no personal, economic or institutional, potential or real conflicts of interest that could generate a bias in the publication of the article.



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