

## ADVANCES IN PSYCHOLOGICAL ASSESSMENT

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Introduction

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Spanish Psychology is in good health, both from an academic and professional point of view. This assertion is backed up by numerous indicators, such as the scientific production of our researchers, the fifty-five centres currently teaching psychology studies, or the more than fifty thousand members who make up the National Association of Psychologists. Not forgetting the recent milestone that has been the creation of the Psychology Academy of Spain. Of course, it has not been completely problem-free, but the path taken by Spanish psychology in recent decades has been astonishing. This special issue is our small contribution, which aims to show the

progress of psychological assessment in different areas, from the point of view of the young, but highly qualified, researchers, upon whom the near future of Spanish psychology will depend. The contributors are notably scholarship holders of the *Formación del Personal Investigador (FPI)* [Research Staff Training] Program, assistant lecturers and contract doctors, postdoctoral students, psychologist intern residents (PIR), and university professors of the latest generation. They all belong to Spanish and foreign research groups, and in most cases have managed to establish a close and fruitful collaboration between the applied field and academic research. It will fall to them to build the Spanish psychology of the future. Of course, they are not all here, this monographic issue has no more space, but the sample is reasonably significant and clearly testifies that the future of Spanish psychology is in excellent health.

The studies included in this special issue were selected by Eduardo Fonseca Pedrero, Associate Lecturer at the University of La Rioja. The main idea was to choose rigorous and current studies, in different substantive areas, which were led by young researchers.

The first study, conducted by Davinia Fernández Espejo, analyses and discusses the main progress in assessing state of consciousness, from standardised clinical assessment scales to advanced neuroimaging techniques. Next, Javier Ortuño Sierra, Eduardo Fonseca Pedrero, Félix Inchausti and Silvia Sastre i Riba present a review of the Strengths and Difficulties Questionnaire (SDQ) in the child-youth population. This is followed by Beatriz Lucas Molina, Alicia Pérez Albéniz and Marta Giménez Dasí, who analyse the current situation and discuss future challenges in the assessment of cyberbullying. Meanwhile, in fourth position, the team of Nuria Ordóñez Cambor, Eduardo Fonseca Pedrero, Mercedes Paino, Leticia García Álvarez, Juan Pablo Pizarro Ruiz and Serafín Lemos Giráldez contribute a review of the evaluation of early traumatic experiences. In fifth place, José Luis Carballo, Ainhoa Coloma Carmona, Dana Mrozowicz Gaudyn, Verónica Vidal Arenas, Carlos van-der Hofstadt and Jesús Rodríguez-Marín highlight the increase in the prescription of opioid analgesic drugs and the negative consequences associated with their inappropriate use, presenting a proposal for the psychological assessment of the abuse of such substances. In the sixth study, Sergio Fernández Artamendi and Sara Weidberg López discuss some of the main advances in the assessment of addictions. Seventh, Ignacio Pedrosa and Javier Suárez Álvarez address the difficult problem of assessing the entrepreneurial personality, analysing the current state of the question and posing some future directions for the research in this field. Eighth, Isabel Benítez takes us through the present and future methodological challenges in the evaluation of quality of life. Finally, Ana María Ruiz Ruano and Jorge López Puga present an excellent introduction to the statistical program R, a free environment for statistical analysis which may be useful for psychological assessment in clinical and/or research settings.

We hope that the studies included in this special issue are of interest to both psychology practitioners and the readers that are more focused on research, since these two aspects, research and practice, are two sides of the same coin. Psychological research is carried out with the idea that one day the results will be applied to help people, and responsible professional practice must be based on empirical evidence from rigorous and replicable research. In summary, research and practice must walk hand in hand, enriching each other mutually; this is the only guaranteed formula for building rigorous and respectable psychology as a science and as a profession.

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