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Editorial

Current issues and Clinical Psychology

Salvatore Settineri

¹ Department of Biomedical and Dental Sciences and Morphofunctional Imaging, University of Messina, Italy

E-mail corresponding author: salvatore.settineri@unime.it



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Dear readers, the present is above all a thanksgiving to who directly or indirectly participate in the life of the Journal, including Authors and the Editorial Team. In this editorial there are three considerations on Clinical Psychology. The first acknowledges the non-inclusion of editorials in the ANVUR evaluation (VQR 2015-2019). The second concerns Clinical Psychology in the field of the health professions. The last concerns the memory of a great woman and academic, Elena Pulcini, who taught us a lot about the meaning and the destiny of treatment. With reference to the first theme, it is necessary to observe how the evaluation of the VQR campaign must necessarily be addressed in terms of “*University missions*” (teaching, research and public engagement). In Italy, Open Journals are considered on the same level as in the case of well-known companies, regardless of funding, the commitment of the editors and reviewers, this last rarely considered for the academic career. It should also be noted that the articles downloaded for free by readers all over the world far exceed that of possible scholars of the specific sectors. The order of twenty thousand downloads suggest that scientific journals are beginning to be more considered by the population. Thanks to the spread of culture, scientific journals have also become instruments for the observation of a new target.

The journalist Censon (2020) calls this target "the half-bloods of competence" and the phenomenon of the loss of the authority of the experts, brings us back to issues that should be more typical of public engagement. In this sense, ANVUR's exclusion of editorials is welcome since it is possible that these modest presentations can play a political role. Regarding the participation of young researchers in Open Journals, it would be appropriate to institute recognition prizes. It must be recognized that the scientific lifestyles resulting from the spread of the current pandemic have changed. The climate of complete uncertainty and the theme of contamination (Knowles & Olatunji, 2021; Merlo et al., 2021a; Rettie & Daniels, 2020; Satici et al., 2020; Wheaton et al., 2021), make communication difficult at any level. Taking into consideration the experience of the biochemist Katalin Karikò, discoverer of the mechanisms now underlying mRNA vaccines, it is possible to understand how the prejudice categories that K. Jaspers (1913) have proposed, have an impact on clinical practice in a general sense. Editorial should be considered as a service, especially when considered in the vision of public engagement.

The second theme that makes this editorial current is that of the presence of Clinical Psychology in the health professions. It is possible to observe that, among the many advantages of this association, there is the promotion of activities aimed at young people and the identification of "core curriculum". On this issue of presence within the health care of Clinical Psychology, fundamental distinctions need to be made. These distinctions arise essentially from the time devoted to professional training to become clinical psychologists, distinct from other disciplines. In other words, the distinction between basic, characterizing and professionalizing courses is one of the cornerstones of health training which must translate into dedicated credits and possible expected skills. To return to Clinical Psychology in the health field, a reason for reflection is given to us by the EuroPsy (Mendizibal, 2019) centred on the acquisition of the professional skills of the psychologist. These skills include the figure of a qualified Tutor, a distinction between having skills and being competent, as in the case of Medical Humanities (Settineri & Merlo, 2020). The training of the clinical psychologist therefore falls within the scope of higher education and specialist training which must not overlap with generic training. This distinction must be made to avoid both confusion and conflicts of role and disciplinary interests. Strategies are therefore needed, as in the case of attending workshops and above all the use of Elective Educational Activities (ADE) which can be preferred by a large number of students. At the international level, other training strategies start from an obvious but not always obvious question: "*why psychology?*" (Murdoch et al., 2015). The authors examined the official websites of numerous health professions degree courses, where Clinical Psychology was not always proposed.

The most frequent error must be considered of epistemological type, as observed in an international research (Zych et al., 2012) on the perception of the psychologist's work (Duro, 2004; Wedding, 2008). The modern conception of Clinical Psychology concerns a vast set of applications that always refer to the clinical question, providing for an implementation of the identity of the scientific discipline (Carr, 2017; Koocher, & Hoffman, 2020; Kramer, 2019; Maloney & Schmidt, 2020; Merlo et al., 2020b, 2021a; Myles & Merlo, 2021; Shaffer et al., 2020). Returning to our experience of psychological training proposals, they must be attractive and rigorous in order to involve interested subjects starting from presentation (Gutland, 2018; Merlo et al., 2020b; Schmidt, 2018; Ventres, 2019; Weger et al., 2019). A typical example can refer to introspection, useful for implementing resilience, improving emotional knowledge, especially if trainings are organized involving small groups. With reference to international research, (Barkway, 2013; Lunt & Poortinga, 1996; Martin, 2011; Rudaz et al., 2017; Turpin & Llewelyn, 2009) it has been highlighted that all health professionals would benefit in knowing how to deal with adverse and demanding situations.

The third theme is centred on the memory of Elena Pulcini, who passed away on 9 April this year. We owe to Pulcini the reflection on the relationship between justice and care. She explored the theme of passions and empathy, so relevant for clinical practice. Empathy education is not just information. It represents a fundamental existential experience, as suggested by many psychotherapy institutes. We are pleased to remember how Elena Pulcini proposed the need to take into account how the care relationship overcomes the recognition of emotions, in order to observe what is fundamentally relevant to improve recovery and enhancement of the affective dimension. In this context, Clinical Psychology shows the need to grow as an interdisciplinary and multidisciplinary science, even when external possible associations can generate misunderstandings.

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