The construction of knowledge is the trademark of scientific activity. However, in the professional field, knowledge is also applied, used, bought and sold. The majority of professionals who use scientific knowledge constrain their activity to that: the use of knowledge. Although it is impossible to apply knowledge without learning from the experience, learning is seldom registered, let alone spread. Not all professionals see themselves as active constructors of knowledge and therefore do not consider it their own.

The field of Psychology is not an exception. The number of professional psychologists in our country is large. It has been years since psychology was considered a profession of the minority. Furthermore, psychologists that contribute to the betterment of psychology is minimal. During the process of training new professionals, we emphasize the accumulation and use of knowledge over its construction and dissemination. From a large number of degrees issued every year, the proportion of those who train with the purpose of contributing to the body of knowledge in the field of psychology is minimal.

Although it is evident that we need to increase the number of researchers in our country, we also know that the training and preparation process must be selective and careful. Psychological knowledge is not made for its own sake. Not just any knowledge is worth the economic and social costs that the country invests in its creation. At the centre of our profession is service. We can serve the individual client, the group, the human organization and the institution. There are many different forms, but we must serve the people around us. When we serve, we solve problems, when we solve problems we learn and, what we learn, we share with our colleagues so they can use it to serve. A researcher´s training in psychology should be centred on service.

The process is logical, but it is also immersed in society and daily life and, like these two, it is becoming even more complex. In these circumstances, research is subject to an intricate network of social, cultural and economic forces. These forces deviate research from its original purpose and gradually make it perform functions and fulfill indicators different from its professional and scientific identity.

Research systems accurately register how many publications and citations we have, as well as what kind of journals we publish in. Publications and citations have an academic value that is becoming more and more elitist and colonialist in nature. At the moment, I am not aware of a system that measures how research contributes to community development or its practical application to real-life problems. How useful our research is for those people who gave us the information we used to get published is also not considered.
What is the role of a research journal in this process of creating and spreading knowledge, as well as helping solve real-world problems? A journal is the voice of professionals who want to share their learning. Professionals who systematically register their experience, improve their practice and quality of service. The researcher, who reports what they learned in their practice and shares it with their colleagues helps create deeper and more meaningful knowledge. Either in the direct implementation of applied research or in the indirect but indispensable use of basic research, it is the body of knowledge that contributes to solving the problems around us.

In this issue of Psicología Iberoamericana, we find an inclusive variety of themes, approaches, theories and methods that our authors place at our disposal for its application in professional service.

The mission of our journal is to help psychologists communicate with each other to improve the quality of our service and encourage a professional environment of respect and cooperation.