

●

EDITED BY

SUSANA CASTAÑOS-CERVANTES
CONNIE ATRISTAIN-SUÁREZ

∴ + ☾ ∴

ASSERTIVENESS

— IN THE —

HEALTH DOMAIN

· ♥ ·

THE PATH TO
SELF-FULFILMENT, WELLNESS,
AND PROFESSIONAL SUCCESS
IN EMERGING AND DEVELOPING COUNTRIES

●

Assertiveness in the Health Domain

This page intentionally left blank

Assertiveness in the Health Domain: The Path to Self-Fulfilment, Wellness, and Professional Success in Emerging and Developing Countries

EDITED BY

SUSANA CASTAÑOS-CERVANTES

*Escuela de Psicología, Facultad de Ciencias de la Salud,
Universidad Panamericana, Mexico City, Mexico*

AND

CONNIE ATRISTAIN-SUÁREZ

*Escuela de Psicología, Facultad de Ciencias de la Salud,
Universidad Panamericana, Mexico City, Mexico*



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL

First edition 2025

Editorial matter and selection © 2025 Susana Castaños-Cervantes and Connie Atristain-Suárez.
Individual chapters © 2025 The authors.
Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: www.copyright.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83662-281-9 (Print)

ISBN: 978-1-83662-280-2 (Online)

ISBN: 978-1-83662-282-6 (Epub)



INVESTOR IN PEOPLE

*To my loved ones, who gave me the gift of dreams and the ability to realise them.
Dr. Susana Castaños-Cervantes*

*This book is dedicated with all my love to my husband, Fernando, and my children,
Rodrigo and Berenice, who occupy a special place in my heart.
Connie Atristain-Suárez*

This page intentionally left blank

Contents

About the Editors	<i>xi</i>
About the Contributors	<i>xiii</i>
Foreword	<i>xxi</i>
Acknowledgements	<i>xxv</i>
Chapter 1 Assertiveness in the Health Domain: The Path to Self-Fulfilment, Wellness, and Professional Success	1
<i>Susana Castaños-Cervantes and Connie Atristain-Suárez</i>	
Part I: Assertiveness as a Valuable Tool for a Healthy Psychosocial Development and for Personal and Social Growth	
Chapter 2 Training of Functional Assertiveness as a Confluence of Social Effectiveness Into Adolescence	13
<i>Angélica Ojeda García</i>	
Chapter 3 Mexican Housewives' Assertiveness and Well-being	35
<i>Luis Fernando Arias-Galicia</i>	
Chapter 4 Assertiveness, Emotional Intelligence, and Technology: Opportunities During Preschool Years	51
<i>Marie Leiner de la Cabada, María Elena Dávila-Díaz, María Elena del Rosario Guzmán Sánchez, María Nela Olarte Ortiz and María Theresa Villanos</i>	

Chapter 5 Psychosocial Characteristics of Mexican Girls and Female Adolescents at Risk of Homelessness	65
<i>Susana Castaños-Cervantes</i>	

Part II: Assertiveness and Its Implications for Health Care and in Health-related Scenarios

Chapter 6 In Search of a New Assertiveness in the Doctor–Patient Relationship	91
<i>Alejandro Daniel Domínguez-González, Andrea Alejandra García Cervantes and Fernando Sebastián Ángeles-Téllez</i>	

Chapter 7 Implications of Assertive Behaviour in Sport: Its Influence on Athletes, Family, and Coaches	105
<i>Alfonso Ignacio Martínez Samperio and Gabriela Orozco-Calderón</i>	

Chapter 8 The Value of Assertiveness in Patient Care in Health Institutions Under the Expert Systems Approach	117
<i>Antonia Terán-Bustamante and Antonieta Martínez-Velasco</i>	

Chapter 9 Efficacy and Limitations of Training in Assertive Social Skills for Older People Caring for a Relative With Dementia	149
<i>José María León-Rubio, José María León-Pérez and Francisco Javier Cantero-Sánchez</i>	

Part III: Assertiveness as a Core Skill for Clinical Practice and Healthy Interpersonal Relationships

Chapter 10 The Reciprocal Influence of Assertiveness and Mental Health in the Classroom: The View of the Faculty	169
<i>Angélica Riveros Rosas, Juan José Sánchez Sosa and Rosa Martha Barona Peña</i>	

Chapter 11 Assertiveness and Mental Health	195
<i>Isadora Rossa, Myllena Diessy da Silva, Sthefany Graziela Zwetsch Gomes and Ilana Andretta</i>	

Chapter 12 Assertiveness in Patients With Social Anxiety Disorder 209
William Alves de Oliveira, Yunue Tenopala Espinosa, Eduardo Ángel Garibay Giordani, Donovan Casas Patiño and Alejandra Rodríguez Torres

Chapter 13 Measuring and Assessing Assertiveness: Challenges for Improving Practices 225
Claudia Iveth Jaén Cortés, Laura Amada Hernández Trejo and Samuel Acosta Galván

Chapter 14 Assertiveness in the Health Domain: Final Reflections and Implications 243
Susana Castaños-Cervantes

This page intentionally left blank

About the Editors

Susana Castaños-Cervantes is the Social Service Coordinator of Psychology at the School of Psychology, Health Sciences Faculty in Universidad Panamericana and the Psychology Director of the Sociedad de Asistencia Panamericana, NGO. Cognitive-behavioural Therapist, Play Therapist, and Art Therapist. She holds undergraduate and graduate degrees in Health and Social Psychology from the Faculty of Psychology of the Universidad Nacional Autónoma de México and a Postdoctoral Degree in Intervention Programmes for Vulnerable Groups from the Psychology Doctoral Research Programme of the Psychology Department at Universidad Iberoamericana of Mexico City. Specialist in vulnerable populations, particularly foster children and youth. Has collaborated in designing comprehensive intervention models for vulnerable children, youth, and seniors. Her research includes designing social and emotional intervention models for vulnerable children, youth, and adults. Has participated as an oral speaker in various international conferences and has published several research studies in scientific journals indexed in SCImago, Scopus and JCR. She has taught in several undergraduate and graduate psychology and pedagogy programmes. Has given more than 20 workshops for vulnerable groups, families of vulnerable groups and employees working at institutions that serve vulnerable populations as their primary function. Has worked with the Mexican Government in developing intervention programmes for foster children, youth, and older people placed in residential care from a human rights perspective, a gender perspective, a strengths-based approach, and a quality care approach.

Connie Atristain-Suárez is the Director of the Business Science PhD and a full-time Professor and Researcher at the Universidad Panamericana, Campus Mexico City. She holds undergraduate and graduate degrees in Administration from the Instituto Tecnológico Autónomo de México (ITAM) and a doctoral degree in Administrative Sciences from the EGADE Business School at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Campus Mexico City. Her interests and professional and teaching experience include the areas of competitiveness, strategic planning, and business management and development. She has taught training courses to senior executives. She has carried out over 25 management development programmes on relevant topics of current importance, not only for the academic world but also for the business sector. Her research includes measuring and modelling competitiveness, theoretical and empirical models of micro and macro competitiveness, cluster competitiveness,

FBFs' competitiveness, strategy and operational efficiency in small and medium enterprises (SMEs). She has published research studies in prestigious international refereed journals. In addition, she has a chapter on 'Entrepreneurship, Micro, Small, and Medium Enterprises in the book: Administration, an Interdisciplinary Approach' and two books entitled *Organisational Performance and Competitive-ness: Analysis of Small Firms* and *Strategy, Power and CSR: Practices and Challenges in Organizational Management*.

About the Contributors

Ilana Andretta graduated in Psychology from the Pontificia Universidade Católica do Rio Grande do Sul, Brazil. She has a Master's in Psychology from Pontificia Universidade Católica do Rio Grande do Sul and a doctorate in Psychology from Pontificia Universidade Católica do Rio Grande do Sul. She has a postdoctoral degree in Clinical Psychology from the State University of Rio de Janeiro (UERJ), Brazil. She has experience in psychology, focusing on therapeutic intervention, and has worked on the following subjects: motivational interviewing, social skills, treatment of chemical dependency, and cognitive-behavioural therapy.

Fernando Sebastián Ángeles-Téllez received a medical degree from the Mexican Faculty of Medicine, La Salle Universidad México. His undergraduate medical internship was held at the IMSS Regional Hospital No. 2 'Dr Guillermo Fajardo Ortiz.' Later, he completed his Social Service in the Research area at the Mexican Faculty of Medicine, where he collaborated to design and implement the 'Coping Skills Workshop' and develop medical research projects. He also coordinated the evaluators and advisors in the 'Medical Gallery' project, created scientific posters and referred medical students with probable affective disorders.

Luis Fernando Arias-Galicia is a Doctor in Administrative Sciences and a Doctor in Social Psychology. He is a full-time Professor at the Graduate School of Psychology, Universidad Autónoma del Estado de Morelos, Mexico. He is an Emeritus Researcher at the National Council of Science and Technology. He has published 17 books and presented papers at international congresses in Latin America, Europe, Asia, Africa, Canada and the United States. Before becoming an academic, he was a Human Resources Manager at several international firms. He has been a consultant at many universities and global firms. Dr Arias Galicia has received several awards, including an Honoris Causa Doctor and Distinguished Professor at several educational institutions in Mexico and Peru.

Marie Leiner de la Cabada is a Research Professor in the Department of Paediatrics at Texas Tech University Health Science Centre El Paso. Her work as a health communicator includes producing multimodal educational materials addressing issues arising from disparities among parents/caregivers of paediatric patients, including their wellness and emotional intelligence. During the pandemic, she extended the application of the wellness model to healthcare professionals and health science students to improve their mental health. Her curriculum for reducing paediatric aggressive behaviours is used worldwide in

family, paediatric and psychiatric/psychological clinical settings, as well as in professional and educational settings. Marie Leiner Emotional Intelligence Children's Channel has 350 million visits and 810,000 subscribers and has received 35 international and national awards.

Francisco Javier Cantero-Sánchez is a contracted Professor and Doctor of the University of Seville, attached to the Department of Social Psychology. He has a PhD in Psychology and a Master's in Drug Dependence. He is also a Higher Technician in Occupational Risk Prevention: Industrial Hygiene Specialties, Ergonomics and Applied Psychosociology. The lines of research in which he works are social psychology of health, training in social skills and occupational health. The vast majority of the projects in which he has participated as a researcher have been endorsed by public institutions, both nationally and regionally. Regarding the quality and dissemination of the results of the research activity, he has participated in 13 articles, all of them published in indexed journals, of which two are indexed in JCR and the rest are found in highly prestigious databases such as DICE, MIAR, SCOPUS, SCIMAGO, INRESH, RESH, which are also bases recommended by ANECA. Most of these articles are published in journals related to his research lines within social psychology. He has also participated as the author of 11 complete books and 31 book chapters, published in internationally recognised prestigious publishers and included in databases such as Scholarly Publishers Indicator.

Andrea Alejandra García Cervantes received a medical degree from the Mexican Faculty of Medicine, La Salle Universidad México. She studied till the last semester of her Digital Design and Animation career at the Technological University of Mexico. She carried out her Social Service in the Research area at the Mexican Faculty of Medicine, where she collaborated in designing and implementing the 'Coping Skills Workshop.' She has publications in the Mexican Association of Pharmacology and contributed design, illustrations and audiovisual material in chapters on general surgery and neuroanatomy, as well as in medical companies.

María Elena Dávila-Díaz is a Professor of the Department of Educational Technology of the Faculty of Education, Professional School of Early Education of the National University Federico Villarreal. She has a Master's in Teaching and is a Researcher of Higher Education. She has a Master's degree in Special Education and a Doctorate in Education. She has certifications and postgraduates in topics related to early childhood, didactics, curriculum design, self-evaluation and accreditation and research. She has experience in management positions at the university level and institutions of primary education, school and university teaching, teaching and management staff training. She is responsible for the Knowledge Community Educational Management in Social Innovation GEIS and Coordinator of the Cultiva Module of the Support Centre for Educational and Professional Services in Higher Education CADEP, ACACIA.

Alejandro Daniel Domínguez-González is a full-time Researcher at the Research Vice-Rectorate of La Salle University and a Professor of Physiology at the Mexican

Faculty of Medicine, twice receiving the distinction for best professor. Member of the National System of Researchers of the National Council of Science and Technology Level C. He has several publications in basic biomedical research and medical education. His current field of study is socio-emotional disorders in medical students. He is responsible for the 'Coping Skills Workshop' in the second semester of the Medical Career at the Mexican Faculty of Medicine. He is a peer reviewer for international scientific journals.

Yunue Tenopala Espinosa is a psychology student at the UIC Intercontinental University, Mexico, and is attached to the UIC Behavioural Medicine and Collective Health research team (Health Sciences Division).

Samuel Acosta Galván has been trained as a graduate in Psychology from the Faculty of Psychology of the National Autonomous University of Mexico (UNAM), Mexico. He has a Master's degree in Health Psychology from the same University. He is about to conclude his Doctoral project on children's statements and their credibility at UNAM. He is a Psychologist at the Office of the Ombudsman for Children's Rights AC and an Academic Professor at the Faculty of Psychology of the UNAM, teaching subjects in the clinical area. In addition, he has constantly given training to personnel from public, private and civil society institutions in clinical psychology and its use to generate improvements in said institutions.

Angélica Ojeda García has a Bachelor's degree in Psychology, a Master's and a Doctorate in Social Psychology from the National Autonomous University of Mexico, a Master's degree in Gestalt Psychotherapy from the Gestalt University, a speciality in Brief Psychotherapy from the Mental Research Institute (Palo Alto, California), the speciality in Art Psychotherapy from the Mexican Institute of Art Psychotherapy in Mexico, a diploma in Psychological First Aid for Migrants from the Citizens' Initiative and the University of California at Berkeley. Since her academic work, she has worked and produced various articles on aspects of family dynamics with the migrant population from Mexico in the United States and populations in vulnerable conditions. She was a National Researcher from January 2005 to December 2020. She leads the postgraduate research line on 'Groups in conditions of vulnerability, quality of life and psychosocial intervention.' Much of her research work follows a Community Social Psychology approach.

Eduardo Ángel Garibay Giordani is a psychology student at the UIC Intercontinental University, Mexico, attached to the UIC Behavioural Medicine and Collective Health research team (Health Sciences Division).

Sthefany Graziela Zwetsch Gomes is currently pursuing a degree in Psychology. Since 2022, she has been a member of the ICCep group (Cognitive-Behavioural Interventions: Study and Research). As part of her academic journey, she is completing her internship at CAPS AD (Psychosocial Care Centre for Alcohol and Drugs). This opportunity allowed her to apply her knowledge and skills while gaining practical experience. She is mainly interested in social skills, negative symptoms and social issues such as minorities and violence.

Laura Amada Hernández Trejo has a degree in Psychology, a Master's in Child Psychotherapy and is a PhD candidate in Psychology and Health from the Faculty of Psychology of the National Autonomous University of Mexico (UNAM), Mexico. Since January 2022, she has been appointed Clinical and Health Psychology Coordinator. She has worked as an undergraduate Professor at different private universities. She is a subject Professor at the Faculty of Psychology at UNAM, teaching subjects in the clinical area. She has worked as a Psychotherapist in private practice for more than 10 years. She has participated in various research projects, such as Training in Supervised Practice, Supervision for the Development of Professional Competencies in Clinical Psychology, Child Maltreatment and Adolescent Child Development.

Claudia Iveth Jaén Cortés is an Associate Academic Technician 'C' Full Time, definitive in the Faculty of Psychology of the National Autonomous University of Mexico (UNAM), Mexico. She has a PhD in Psychology from UNAM, a Master of Health Sciences in Reproductive Health from the School of Public Health of Mexico of the National Institute of Public Health and a Graduate in Psychology from UNAM. She is a member of the National System of Researchers, Level 1.

José María León-Pérez is the Coordinator of the Cármides Group. He is a tenured Professor in the Department of Social Psychology at the University of Seville, Spain. He is a Doctor in Psychology, and his areas of specialisation are Occupational Health and Safety (Higher Technician in Occupational Risk Prevention: Industrial Hygiene Specialties; Ergonomics and Applied Psychosociology; Occupational Safety and the Psychology of Work and Organisations (Diploma of Advanced Studies; Official Master in Human Resources). Previously, he worked as a researcher at the Business Research Unit of the ISCTE-Business School (ISCTE-Instituto Universitario de Lisboa). He also taught in the Department of Organisational Behaviour and Human Resources during that period. His research results have been published in high-impact journals such as the *Journal of Business Ethics*, *Interpersonal Violence*, *Business and Psychology*, the *European Journal of Work and Organizational Psychology*, *Occupational Medicine* and the *International Journal of Stress Management*. He is currently an Associate Editor of the *Spanish Journal of Psychology* and *International Journal of Social Psychology/Revista de Psicología Social*.

José María León-Rubio is a Professor of Social Psychology and Director of the Department of Social Psychology at the University of Seville, Spain. He received the Extraordinary Award for a Bachelor's degree and has a Doctorate in Psychology. His areas of specialisation are occupational health psychology (Higher Technician for Occupational Risk Prevention: Ergonomics and Applied Psychosociology Specialties; Industrial Hygiene and Safety at Work), social learning as a model that supports training in social and communication skills, and the malleability of biological responses by the action of social factors. He has recently participated in the following competitive R + D + i Projects: Advanced statistical analysis to measure and prevent bullying and cyber-bullying at work, Efficacy of a self-regulation intervention to improve health and presenteeism/absenteeism

behaviours based on e-health and gamification registries, and Longitudinal and experimental study on the effectiveness of training to enhance adaptation to breast cancer and prognosis of the disease. Likewise, he has been responsible for research agreements with public and private entities: Productivity and well-being in Industry 4.0 (Servicios del Sur, S.A.), Analysis of the socio-labour climate and evaluation of psychosocial risks (VEIASA) and Preparation, evaluation and dissemination of a Web space for educational resources on occupational risk prevention (AFOBAN, SL). His research results have been published in high-impact journals such as the *British Medical Journal*, *Pain*, *European Journal of Work and Organizational Psychology*, *Psicothema* and *Annals of Psychology*.

Antonieta Martínez-Velasco holds a PhD in Engineering from the Universidad Panamericana and is currently a Research Professor at the School of Engineering at the same University. She is also a member of Mexico's National System of Researchers. Her area of expertise is artificial intelligence and its application in fields such as engineering, health sciences, agrifood context and social sciences. She has authored numerous research papers in esteemed journals and international conferences.

William Alves de Oliveira is the Director of the Center for Behavioral Medicine Care and Research at the Universidad Intercontinental (UIC) in Mexico. He is a member of the Bioethics Committee of the International Network of Researchers in Collective Health and Intercultural Health (REDSACSIC). He holds a Doctorate in Education and a Master's degree in Health from Universidade Tiradentes in Brazil. Additionally, he is a specialist in Cognitive-Behavioral Therapy from the Cognitive Institute in Brazil.

Gabriela Orozco-Calderón is a Professor and Researcher who studied for a doctorate in Psychology in Behavioural Neurosciences, a Master's degree in Psychobiology and a Bachelor's degree in Psychology. She is the Head of the Laboratory of Psychobiology and Human Cognition at the Faculty of Psychology at the Universidad Nacional Autónoma de México, Mexico, where she teaches classes at the undergraduate, speciality and Master's levels. Her lines of research refer to clinical processes and psychological functions concerning the nervous system applied to various topics in which sports, addictions, sexual behaviour and antisocial behaviour, among others, stand out.

María Nela Olarte Ortiz is a Professor of the Department of Educational Technology of the Faculty of Education, Professional School of Initial Education of the National University Federico Villarreal, Peru. She has a degree in Initial Education, a Magister in University Teaching and a Doctorate in Education. She has studied the initial education curriculum, early childhood, leadership, curriculum design, quality and higher education issues. She has experience in training EBR teachers and managers. She has held management positions in educational institutions, including initial education, regular primary education and university teaching. She is an integral member of the World Organization for Early Childhood Education – OMEP: Lima, Peru, and the Community of Knowledge Educational Management for Social Innovation – GEIS of the Faculty of Education – UNFV.

Donovan Casas Patiño is a Doctor in Collective Health and a Researcher at UAEMX Universidad Autónoma del Estado de México, Mexico. He is dedicated to studying the health process, disease, attention, care, and death using qualitative methodology.

Rosa Martha Barona Peña is the Head of the International Business programme at the National Autonomous University of Mexico's (UNAM) School of Accounting and Administration, where she is active in teaching and research. She is an expert in performance evaluation in human resources and participates in the postgraduate programme in senior management. She did her graduate studies in Organizational Management and has researched human resources and the processes, beliefs and attitudes towards teacher performance evaluation. Among other distinctions, she received the Sor Juana Inés de la Cruz award from UNAM.

Angélica Riveros Rosas is a Senior Tutor for doctoral and Master's degree programs in Psychology and Administrative Sciences at Mexico's National University (UNAM). She has taught faculty and other personnel courses on stress management, tutoring activities, epistemology and qualitative research in Mexico and Latin America. Her scientific production topics include the interface between mental health and academic and work performance, evaluating interventions to improve quality of life and human and social interaction. She has more than 1,000 citations to her publications. She currently directs the Centre for Psychological Attention of UNAM's School of Accounting and Administration. She is an active member of this speciality's leading scientific and professional societies.

Isadora Rossa graduated in Psychology from the University of Vale do Rio dos Sinos (Unisinos), Brazil. She is a Master's student in Health and Development Psychology at the University of São Paulo, Brazil. She has a scientific initiation scholarship in the group Cognitive-Behavioural Interventions: Study and Research (ICCep) at Unisinos. She performs a curricular internship in Clinical Psychology at Santa Casa de Misericórdia Hospital Complex in Porto Alegre/Brazil. She has experience in psychology research on social skills and cognitive-behavioural interventions for university students.

Alfonso Ignacio Martínez Samperio is a Psychologist from the Universidad Nacional Autónoma de México (UNAM), Mexico. He has a diploma in sports psychology (UNAM) and is a specialist in psychology applied to soccer (SIPD). He is concluding his Master's degree in Sports Psychology from SIPD. He completed professional practices at the CNAR, was a sports psychologist for the Iztapalapa Mayor's Office and currently works as a Fundamental Forces Psychologist at the Club Universidad Nacional. He has experience in high-performance, university, school, youth and children's sports, both in the men's and women's branches. He has presented papers nationally and internationally at institutions such as UNAM, the Mexican Society of Psychology, ENED, UDLAP and SIPD on psychological intervention in sports, burnout, physical activity and fitness. He has taught graduate classes at the YMCA, NABBA Puebla and CICD University.

Myllena Diessy da Silva graduated in psychology from the University of Rio Dos Sinos Valley – Unisinós, Brazil. She has postgraduate studies in Cognitive-Behavioural Therapy in Childhood and Adolescence (Institute VilaELO), Brazil. She is a Clinical Psychologist, School Psychologist and volunteer of the research group Cognitive-Behavioural Interventions: Study and Research (ICCep), linked to the graduate programme in psychology at Unisinós.

Juan José Sánchez Sosa is an Emeritus Professor at the National Autonomous University of Mexico (UNAM), Mexico and a National Researcher Emeritus of the National System of Researchers. He is the author-editor of 12 books and more than 170 articles and chapters. He has more than 2000 citations to his works and has directed more than 140 professional and graduate theses. He chaired the Mexican Society of Psychology and the Mexican Society of Behaviour Analysis. He was an advisor to the World Health Organization and has been a dissertation defence committee member, by invitation, in doctoral examinations at universities in Holland, Switzerland, Spain, and the United States.

María Elena del Rosario Guzmán Sánchez is a Professor of the Department of Educational Technology of the Faculty of Education, Professional School of Initial Education of the National University Federico Villarreal, Peru. She has a degree in Early Childhood Education and completed a Master's degree in University Teaching, a Master's degree in Teaching and Research in Higher Education, and a Doctorate in Education. She has conducted studies related to early childhood education curriculum, leadership, curriculum design, quality, school management and higher education. She has experience as a director in early childhood education institutions, as a specialist in the Ministry of Education and intermediate organizations, in university and school teaching, as a manager of academic projects at the school and higher education level, and as founder of the Cartonera Holanda del Perú publishing house.

Antonia Terán-Bustamante is a respected Researcher and Professor at the School of Economics and Business Administration, Universidad Panamericana. She is a member of Mexico's National System of Researchers. Antonia holds a PhD in Administration from Universidad Nacional Autónoma de México (UNAM). Her research is focused on human capital, competitiveness, innovation, entrepreneurship and its application through seven more experts in various sectors such as pharmaceuticals, agrifood, and furniture. She has presented her work at different international conferences, published in international refereed journals, and authored several books and book chapters.

María Theresa Villanos is an Associate Professor in the Department of Paediatrics at Texas Tech University Health Sciences Centre-Paul L. Foster School of Medicine in El Paso, Texas. She is board-certified and a fellow of the American Academy of Paediatrics. She is the Director of the Paediatrics Ambulatory Clinic at the Texas Tech Paediatrics Clinic in El Paso. Dr Villanos graduated with a BS in Medical Technology from the University of Santo Tomas and a Doctor of Medicine at the Lyceum Northwestern University in the Philippines. She completed her residency training in Paediatrics at the National Children's

Hospital, Philippines, in 1995 and at Texas Tech University in El Paso, Texas, in 2006 and joined as faculty at Texas Tech after that. She is deeply invested in caring for children with behavioural and psychosocial problems. She always seeks innovative approaches to advance learning for parents, students, and residents. She organises parents' learning classes to improve their children's well-being – her research interest centres on mental health, child development and behaviour.

Alejandra Rodríguez Torres is a Doctor in Collective Health and a Researcher at UAEMX Universidad Autónoma del Estado de México, Mexico. She is dedicated to the study of structural violence in health.

Foreword

I met one of the editors of this book, Dr. Susana Castaños-Cervantes, at the American Psychological Association Society of the Psychological Study of Social Issues Congress held in 2017. Dr Castaños-Cervantes was then presenting her groundbreaking work on vulnerable young Mexican women and risky behaviours. Her work caught my attention because she proposed the use of cognitive behavioural therapy, a well-known Anglo theoretical approach to work with vulnerable young Mexican women without a home. Her work made me reconceptualise how applying psychological theories intended for other populations in diverse cultures can also serve as a way to subvert and reframe our understanding dialectically. Our meeting began numerous collaborations on vulnerable populations using qualitative methodologies. Qualitative methodologies can engage theoretical perspectives with empirical data, enriching our understanding of psychological concepts.

As a Critical Psychologist who operates from a multicultural standpoint in research and clinical work, I strongly emphasise epistemology and the historical context of psychological concepts. I often ponder how adopting concepts developed within the Anglo-American cultural context in LatinX psychology has frequently led to the colonisation of local epistemes or ways of understanding the world from a different culture. The field of psychological sciences has a rich history of defining concepts and applying them to normalise human behaviour. However, these concepts often take on a life of their own, and using qualitative methods can lead to their redefinition and extension, incorporating new elements from the culture to which they are being applied.

Assertiveness, a term often used in interpersonal communication, refers to the ability to express one's needs, wants and feelings directly, honestly and appropriately. It was once a popular topic in American psychotherapy. Its origins in the 1960s–1970s are tied to behavioural therapy, particularly the work of Joseph Wolpe. The cognitive revolution of the 1960s in the social sciences and psychology spearheaded the move to address culture, context and language in social and psychological theories. This revolution redefined assertiveness from a behavioural skill to cognitive behavioural therapy and emphasised the role of culture in subjective actions. It paved the way for cross-cultural research and multicultural frameworks in psychotherapy, demonstrating the potential of assertiveness and assertiveness training across different cultures and disciplines.

Assertiveness and assertiveness training research grew less in popularity after the 1990s, when cognitive behavioural therapy and psychotherapies intended to follow

the biomedical pathology model more closely. It was not until the surge of Positive Psychology, a movement that focuses on the positive aspects of human experience and behaviour, that assertiveness and assertiveness training regained popularity. Positive Psychology, with its intended critique of the prevailing psychopathology framework of Clinical and Research Psychology, brought attention to the human qualities considered strengths. Positive psychology impacted academic research and psychology, and other disciplines were affected by the popularisation of assertiveness and assertiveness training, such as healthcare occupations, business and organisational science and pedagogy.

In the edition of this book, Dr. Castaños-Cervantes collaborates with Dr. Connie Atristain-Suarez. Dr. Atristain-Suarez is a Doctor of Business Science with ample experience in management and development, competitiveness and strategic planning. Their collaboration exemplifies the transdisciplinary nature of assertiveness, which refers to the idea that assertiveness and assertiveness training are not limited to a single discipline but can be applied and beneficial across different disciplines and fields. Businesses and organisations thrive on healthy interactions between their members and clients. Assertiveness and assertiveness training is a tool that can maximise results for businesses by encouraging positive relationships at work, team functioning and increasing productivity and efficiency. This collaborative effort, spanning different disciplines, invites readers to be part of a larger academic community, fostering a sense of inclusion and shared knowledge. It is a call to action for all of us to contribute to this collective understanding and application of assertiveness.

Assertiveness and assertiveness training have also been proven beneficial in pedagogical contexts. Teacher assertiveness can stimulate thriving learning environments and help cultivate teacher–student relationships. Through social skills training, assertiveness can foster children’s healthy social and emotional development.

Another area where assertiveness and assertiveness training have significantly impacted is healthcare. The shift from a biomedical model, which focused solely on the biological aspects of disease, to a biopsychosocial model, which includes social determinants of health, has been a game changer. It recognises the importance of psychological and social factors in understanding an individual’s medical condition. Health provider and patient relationships were studied to optimise them, and the role of professional assertiveness in clinical decision-making and therapeutic adherence has proven significant. Professional assertiveness, which involves clear communication and confident decision-making, can significantly influence the quality of care and patient outcomes. Patient service is another area that impacts healthcare, as patients can communicate and advocate for themselves with assertiveness training, making them feel confident and secure.

This book is a comprehensive attempt to reclaim assertiveness and assertiveness training within an interdisciplinary approach, expanding its scope beyond psychological science. Following the principles of a multicultural approach to social sciences, the book demonstrates how to conceptualise and apply assertiveness across different disciplines, particularly in the health domain, serving the United States, Spain, and Latin American populations. From clinical psychology, healthcare and

pedagogy to business and organisational science, the authors showcase the potential of assertiveness and assertiveness training to enhance psychological well-being and social and emotional development, positive communication, learning environments, student–teacher interaction, patient–caregiver dyad, healthy interpersonal relationships and quality healthcare services and advocate for the distinct needs of the populations served. The book is intended for readers from different disciplines, such as psychology, medicine, education and business. The applications of assertiveness and assertiveness training are not merely meant to enrich but to be used as powerful tools in areas where people feel disempowered or need to cultivate healthy interpersonal relationships and well-being. By providing comprehensive knowledge about assertiveness and assertiveness training across the health domain, the book empowers readers with the information they need to make a significant difference in their respective fields. It is a tool for empowerment, enabling readers to apply these concepts to their work and make a positive impact.

Nicole M. Velez Agosto, PhD, PhD
Academic Research Psychology
Clinical Psychology
The University of Texas Rio Grande Valley
Texas, United States

This page intentionally left blank

Acknowledgements

We express our most sincere gratitude to the Universidad Panamericana Mexico City Campus for its invaluable support. Their trust in this project and constant support have been essential to its completion. We deeply value their commitment at every stage of the process and are highly grateful for their trust.

This page intentionally left blank

Chapter 1

Assertiveness in the Health Domain: The Path to Self-Fulfilment, Wellness, and Professional Success

Susana Castaños-Cervantes and Connie Atristain-Suárez

Escuela de Psicología, Facultad de Ciencias de la Salud, Universidad Panamericana, Mexico City, Mexico

Abstract

Assertiveness is a core skill that is crucial in the health domain. Its importance lies in fostering a culturally appropriate health promotion lifestyle and in the ability to confidently and respectfully express individual needs, opinions, desires, and emotions while considering and respecting the rights and perspectives of others. It is a valuable tool since it contributes to improving interpersonal relationships, quality of care, work efficiency and productivity, teamwork, psychosocial well-being, and health outcomes. This chapter aims to qualitatively analyse assertiveness as the path to self-fulfilment, wellness, and professional success. It focusses on interpersonal assertiveness, professional assertiveness, and assertiveness as a method of communication characterised by being confident, clear, and controlled. It proposes the use of the IDEAL Model to be able to communicate assertively when facing conflicts or challenges. Finally, it gives the reader a general overview of this book. Hopefully, this book will pave the way for future research on assertiveness and the health domain, thus encouraging interpersonal and professional assertiveness.

Keywords: Assertiveness; interpersonal assertiveness; professional assertiveness; culturally competent care; health-promoting lifestyle; well-being

Introduction

Assertiveness, the empowering ability to express one's feelings, opinions, beliefs, and needs openly, clearly, directly, and honestly according to specific social

Assertiveness in the Health Domain, 1–10

Copyright © 2025 Susana Castaños-Cervantes and Connie Atristain-Suárez

Published under exclusive licence by Emerald Publishing Limited

doi:[10.1108/978-1-83662-280-220251002](https://doi.org/10.1108/978-1-83662-280-220251002)

situations and frames, is a key well-being factor. It contributes to self-fulfilment, wellness, and professional success, thus playing a crucial role in the health domain.

As such, assertiveness is instrumental for psychological health, establishing healthy workplaces, and fostering positive social interactions. It not only involves asserting one's rights but also recognising and respecting the rights of others, thereby promoting constructive solutions and healthy engagement. This creates an environment where everyone feels respected, valued, and treated equally, with full exercise of their rights. Concerning mental well-being, it cultivates a sense of self-worth and self-respect based on mutual understanding, compassion, and cultural awareness that fosters personal growth by inspiring individuals to strive for their best selves, instilling in them a sense of competence and confidence. In the professional health context, assertiveness plays a crucial role in job performance, leading to better decision-making, for instance, by ensuring that all perspectives are considered before a conclusion is reached. It can also increase productivity by reducing misunderstandings and conflicts, thereby fostering a culture of open communication and mutual respect that can bring a sense of competence, relief, and ease.

This chapter delves into assertiveness in the health domain by qualitatively analysing assertiveness as a pathway to self-fulfilment, wellness, and professional success. It focusses on three aspects of assertiveness: interpersonal, professional, and a communication method. This method is characterised by confidence, clarity, and control. This chapter proposes using the practical and effective IDEAL Model for assertive communication in the face of conflicts or challenges. The IDEAL Model, which stands for Identify the situation, Describe your feelings, Express your needs, Assert your rights, and Look for a solution, provides a structured approach to assertive communication. Lastly, it gives the reader a comprehensive overview of this book, ensuring a thorough understanding of the topic and making the reader feel well-informed and knowledgeable.

Assertiveness, Self-Fulfilment, and Wellness

International research literature has stressed the importance of assertiveness for all people. Amid the significant culture and lifestyle changes today's societies are experiencing, many individuals cannot cope with life's problems, which has made them unable to successfully face and address issues of everyday life (Ghani Far & Kharaei, 2019).

Consequently, assertiveness is essential to personal potential and a prerequisite for self-actualisation (Peneva & Mavrodiev, 2013). It is also considered a means of self-development and accomplishment of maximum self-realisation (Polyorat et al., 2013). It is associated with prosocial and emphatic behaviour (Nikel, 2020) and self-esteem. As assertiveness increases, self-esteem improves (İlhan et al., 2016). Furthermore, increased assertiveness levels lead to enhanced problem-solving skills because assertiveness allows for developing other social skills, using opportunities, being more successful in social life, and better communication skills (Güven, 2010).

Likewise, it is associated with decreased anxiety, stress, and depression (Eslami et al., 2016). It fosters emotional intelligence, and it appears to protect against drug use and abuse (González-Yubero et al., 2021). It is more effective when it is deliberately controlled according to specific social situations and frames, thus being socially appropriate (Ames et al., 2017) and leading to cultural awareness, sensitivity, and culturally competent care when dealing with patients (Kılıç & Sevinç, 2018).

Therefore, assertiveness leads to better sociocultural and professional adaptation and higher social competence, hence increasing psychological (Abdelaziz et al., 2020) and occupational well-being (Carstensen & Klusmann, 2021).

As a result, assertiveness fosters a health-promoting lifestyle, spiritual development, and healthier interpersonal relations. Individuals with higher levels of assertiveness make better decisions concerning conduct favouring their health-promoting lifestyle. Self-assertiveness allows them to improve their self-care practices for their health (Jiménez-Bernardino et al., 2017).

Assertiveness and Professional Success

Previous research studies have highlighted the role of assertiveness in patient care/safety and work engagement, as it enhances self-efficacy regarding job performance (Di Corrado et al., 2023). According to the research literature, assertiveness and self-efficacy, as intrapersonal dimensions to cope with environmental demands, represent critical social skills which promote an individual's well-being. Because of these considerations, having a high level of self-efficacy, an individual responds more assertively in interacting with others (Di Corrado et al., 2022). Higher self-efficacy creates a sense of control through beliefs that optimistic outcomes are achievable, resulting in encouraging guides and support for performance (Yap & Baharudin, 2016).

Assertiveness also contributes to job satisfaction. Evidence has reported the role of assertiveness in health scenarios for communicating effectively in the workplace (with colleagues, supervisors, and patients), having better self-confidence and self-esteem, cultivating a safer and secure milieu in a supportive environment, negotiating more effectively, and developing personal and professional growth (Abdelaziz et al., 2020). Unassertiveness affects dissatisfaction with the job and increases burnout (Suzuki et al., 2021). Then, assertiveness is associated with psychological empowerment. Assertiveness emphasises the expression of emotions, thoughts, and tendencies in the interpersonal context. At the same time, psychological empowerment expresses power, self-esteem, and the ability to control the work environment (Azizi et al., 2020).

Therefore, a positive work environment that fosters a culture of assertiveness among health professionals is crucial for attracting and retaining the best health staff and ensuring quality patient care/safety. Assertiveness enables health professionals to enhance effective communication and build effective team relationships because collaboration with other healthcare members requires high assertiveness and cooperation (i.e., meeting one's own and the other's needs).

Thus, improving assertiveness among health professionals is crucial to enhancing effective communication in health care and is essential in health care settings (Nakamura et al., 2017). It is also required for effective collaboration. Individuals on the inter-professional care team must speak confidently and ensure their voice is heard (Haddad et al., 2019).

In this regard, assertiveness is one of the essential skills which have a fundamental role in preventing burnout, resolving conflicts in the workplace, diminishing workplace bullying (Fang et al., 2020), reducing depression and improving the quality of patient care and treatment (Omura et al., 2017), hence preventing any unpleasant incidents in health care (Omura et al., 2019).

Poor interpersonal relationships and ineffective healthcare team communication are identified as dominant human factors contributing to clinical errors and adverse events. Likewise, healthcare students appear to lack the skills to speak up for themselves, their patients, and others when witnessing unsafe practice on clinical placement. Consequently, appropriate medical intervention and patient recovery can be compromised (Lee & Doran, 2017).

High-functioning teams need to feel safe to speak out to work effectively, a situation described as ‘psychological safety’. Team culture can only work by inviting feedback, empowering others, and opening to criticism, flexibility, and negotiation. Consequently, effective leadership is established. This means that team members are valued, empowered, and encouraged to speak up if there are any concerns and that the leader takes an interest in all regardless of their role in the team (health professionals, students, untrained staff). In addition, effective followership is enhanced. Thus, team members work positively and productively towards a goal, confident to speak up if a mistake (or a potential mistake) is spotted. They also know how to phrase challenges without sounding accusatory or undermining. Likewise, a just culture is promoted: an atmosphere of confidence to report safety concerns without fear of punishment if the error was unintentional. The organisation aims to learn from mistakes and make changes, respecting that the patient is the most critical person in the team (Hay-David et al., 2022).

Considering the impact of assertiveness in the workplace, fostering and enhancing professional assertiveness is fundamental, particularly in health-related scenarios. Professional assertiveness can enable healthcare providers to share their expertise confidently without seeming authoritarian to the patient. Professional assertiveness is an interpersonal communication skill that helps express opinions or knowledge while respecting similar competencies in others. For healthcare providers, this compares to sharing scientific or professional knowledge with their patients while respecting their person, ideas, and autonomy. Professional assertiveness also connects the patient’s beliefs and values with actual scientific evidence and healthcare system constraints. It requires interpersonal skills and professional expertise to effectively express opinions or knowledge while respecting those same competencies in others. In a healthcare context, professional assertiveness helps the healthcare professional respectfully share necessary scientific knowledge without patronising the patient and while respecting their autonomy.

Thus, the assertive professional combines firmness and clarity of language regarding their professional knowledge and skills while maintaining an attitude of benevolence and respect for others. They allow and encourage patient participation, express scientific or medical information clearly, and pay attention to the relational quality and the patient's reaction (Richard et al., 2023).

Interpersonal Assertiveness: Being Confident, Clear, and Controlled

Whether in everyday disagreements, bargaining episodes, or high-stakes disputes, people typically see a spectrum of possible responses to dealing with differences with others, ranging from avoidance and accommodation to competition and aggression. Individuals judge their own and others' behaviours along this dimension, which Ames et al. (2017) called interpersonal assertiveness, reflecting the grade to which someone stands up and speaks out for their own positions when faced with someone else who does not want the same outcomes. It means the degree to which people speak out and stand up for their own interests when they are not perfectly aligned with others'. Hence, assertiveness is a characterisation of how a person responds in a situation in which his/her positions or interests are, or could be, in conflict with others' positions or interests. It is a dimension in everyday perceptions reflecting an individual's interpersonal willingness to stand up and speak out for their own interests and ideas, pursuing their objectives and resisting others' impositions. This reflects that the situational fit of assertiveness matters (Ames, 2009).

Interpersonal assertiveness is a method of communication and not a personality trait focussed on connection. It is characterised by being confident, clear, and controlled, mainly when dealing with family and colleagues. 'Confidence' is the belief in one's ability to handle a situation and remain composed. 'Clear' refers to the message being understandable, not exaggerated, and 'controlled' to accurately monitor or track the other person and modulate or regulate oneself if necessary. Communicating assertively takes practice, requires flexibility by adjusting the communication style to the situation and person with whom an individual is communicating, and enhances re-engagement by taking breaks from the conversation, allowing individuals to relax and rethink so they can try again.

Interpersonal assertive communication is the most appropriate style when handling confrontations in which a conflict or challenge occurs. One way in which interpersonal assertive communication can be used to respond to a conflict or challenge effectively is through the IDEAL Model (The Trustees of the University of Pennsylvania, 2014):

- I: Identify and understand the problem.
- D: Describe the problem objectively and accurately.
- E: Express individual concerns and feelings in culturally appropriate ways.
- A: Ask the other person for his/her perspective and then ask for a reasonable change.

L: List the positive outcomes that will occur if the person makes the agreed-upon change.

By using the IDEAL Model, individuals can address conflicts and challenges, resulting in effective decision-making and conflict solutions based on better judgement and criteria and considering those involved and the situation.

General Overview of the Book

This edited collection comprises evidence-based research addressing assertiveness and its implications among several populations, educational institutions, and health-related scenarios from a mixed-method approach. It provides a culturally appropriate, comprehensive study of assertiveness, assertiveness training and assessment focussed on health, and implications for practice in various settings and subgroups of populations, including vulnerable groups. It thoroughly analyses assertive behaviour and communication in physical and mental health scenarios, particularly in Hispanic countries such as Spain, Mexico, Brazil, and Peru.

This book project comprises 14 chapters, of which 12 are grouped into three sections.

The first chapter introduces assertiveness in the health domain and provides a general overview of the book.

The first section of the book, entitled ‘Assertiveness as a Valuable Tool for a Healthy Psychosocial Development and Personal and Social Growth’, consists of four chapters (Chapters 2–5), mainly focussing on assertiveness as a fundamental feature of positive psychosocial functioning and development. Chapter 2 addresses the development of assertiveness at the cognitive level, considering culture, risk factors, and context. It examines the 360° approach technique applied to adolescents and elaborates on functional assertiveness as the framework for understanding and addressing adolescent assertiveness. Chapter 3 studies assertiveness in a seldom understudied population: homemakers in the context of Mexico, an emerging country. It explores the association between assertiveness and emotional well-being in Mexican homemakers and focusses on assertiveness in various subgroups. Chapter 4 analyses the benefits of social media as a didactic tool for teaching assertiveness. It examines the interrelation between emotional intelligence and assertiveness in young children and provides tools for teachers and parents to help foster children’s healthy social and emotional development through assertiveness. Lastly, Chapter 5 addresses assertiveness as a psychosocial characteristic among a seldom understudied, highly vulnerable group: girls at risk of homelessness. It studies factors that pave the way for assertiveness in Mexican girls at risk of homelessness and provides intervention strategies for fostering assertiveness in girls at risk of homelessness that would promote a healthier developmental trajectory.

Section two of the book, ‘Assertiveness and its Implications for Health Care and in Health-related Scenarios’, comprises four chapters (Chapters 6–9) targeting professional assertiveness as an essential behavioural style for establishing positive

relationships at work, encouraging team functioning, and providing quality care. It highlights how the promotion of assertiveness contributes to improving communication, treatment adherence, health care, performance, efficiency, and the adoption of safe behaviours, managing stress related to health care, sharing scientific or professional knowledge with patients while respecting their person, ideas, and autonomy, and making critical decisions in terms of occupational health and safety. Chapter 6 elaborates on professional assertiveness as a valuable tool for patient adherence and doctor–patient interaction. It offers intervention strategies for improving assertive communication among patients and doctors. It explores assertiveness as a means to sharing scientific or professional knowledge with patients while respecting their person, ideas, and autonomy and making critical decisions regarding occupational health and safety. Chapter 7 studies assertiveness as a core skill for the performance and well-being of athletes. It provides intervention strategies to foster assertiveness in athletes and examines the role of assertiveness in the sports triangle. Chapter 8 analyses assertiveness as a communication skill between health professionals and patients. It identifies the most relevant factors in managing assertive communication in health institutions. It provides a model of assertiveness in patient care in health institutions through Bayesian networks with machine learning techniques. Finally, Chapter 9 addresses assertiveness as a coping strategy and protective factor against caregiver stress and burnout. It focusses on older people as primary caregivers of relatives with dementia and delivers intervention strategies to foster assertiveness in primary caregivers of relatives with dementia.

The third and final section of this book entitled ‘Assertiveness as a Core Skill for Clinical Practice and Healthy Interpersonal Relationships’ has four chapters (Chapters 10–13) exploring assertiveness training, how to establish healthy social interactions through assertiveness, and how an adequate assessment of assertiveness is necessary for efficient assertiveness training, fostering assertive behaviours, and enhancing positive interpersonal relationships. Chapter 10 examines assertiveness as a valuable tool in education settings. It focusses on the role of assertiveness in the interaction between teacher and student. It offers intervention strategies for fostering assertiveness in professors to help improve the communication between students and teachers. Chapter 11 studies assertiveness training and its clinical implications. It explores assertiveness training among different populations and provides a comprehensive understanding, analysis and description of assertiveness training in the context of clinical practice and research. Chapter 12 addresses the cognitive styles of assertive communication. It analyses the association between social cognition and assertiveness and delivers intervention strategies that foster assertiveness, particularly in patients with social anxiety disorder. Lastly, Chapter 13 focusses on assessing assertiveness to provide the basis for efficient instruments of assertiveness. It addresses assertiveness as a core skill for establishing healthy interpersonal relationships and offers intervention strategies for fostering group assertiveness.

The last chapter of this book presents its final reflections and implications by analysing the edited collection and providing its conclusions.

The book project is distinctive due to its focus on health and broad thematic scope, including educational features. With interdisciplinary contributors working in diverse disciplines such as psychology, medicine, pedagogy, administration, and engineering, the collection brings together evidence-based research on culturally appropriate assertiveness and its implications in health-related scenarios. It examines assertiveness as a critical factor for patient–doctor interaction, quality of care, caregivers, patient safety, performance, teamwork, social interaction, psychosocial functioning and development, and well-being. It provides intervention strategies and recommendations for health professionals and caregivers to develop assertive skills and improve their performance, communication with patients, and interaction with colleagues.

The benefits offered by this book project are manifold and consistent with the third sustainable development goal since it addresses assertiveness and its impact on health as an effective and diplomatic communication and behavioural style that seeks to work on resolving conflicts respectfully and peacefully as a way for self-care and positive psychosocial functioning, social commitment, and respect of individual rights, and for inducing health-promoting lifestyles. Another notable benefit is incorporating recent research and emerging trends in assertiveness in the health area. It ensures that readers can access up-to-date and relevant information, which is especially valuable in an ever-evolving field.

Moreover, the book project seeks to meet specific needs. On the one hand, it aims to provide caregivers and health professionals, such as doctors, nurses, and psychologists, with practical tools to manage stress, improve their communication and behaviour with relatives, colleagues, and patients, and promote healthy relationships, treatment adherence, work efficiency and productivity, teamwork, and quality of care. On the other hand, it seeks to offer educational resources and practical tools for parents and education professionals to promote assertiveness in the school environment and at home, thus contributing to positive psychosocial functioning and development. Likewise, it intends to provide psychologists with diverse culturally appropriate intervention strategies for fostering assertiveness in various populations such as teenagers, homeless girls, and homemakers.

In summary, this assertiveness in the Health Area book project is distinguished by its culturally appropriate and interdisciplinary thematic focus and broad scope, organisation, and educational features.

References

- Abdelaziz, E. M., Diab, I. A., Ouda, M. M. A., Elsharkawy, N. B., & Abdelkader, F. A. (2020). The effectiveness of assertiveness training program on psychological well-being and work engagement among novice psychiatric nurses. *Nursing Forum*, 55(3), 309–319. <https://doi.org/10.1111/nuf.12430>
- Ames, D. (2009). Pushing up to a point: Assertiveness and effectiveness in leadership and interpersonal dynamics. *Research in Organisational Behavior*, 29, 111–133. <https://doi.org/10.1016/j.riob.2009.06.010>