Positive Psychology in Psychologist Training: Psychoeducational Workshop as a Teaching Proposal

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ABSTRACT

Introduction: Positive Psychology **has** relevant contributions evidenced in the literature with regard to health promotion, increased quality of life and well-being. **Objective:** The general objective of this research was to identify the presence of Positive Psychology in psychologist training and to present a teaching proposal through a Psychoeducational Workshop with digital educational resources. **Methodology:** Bibliographical research was carried out on the subject and on the contributions of Positive Psychology, with, in the latter case, 43 works being analyzed; documentary research of pedagogical political projects and/or syllabi of the psychology course in 50 Higher Education Institutions; and descriptive field research with the participation of 4 psychology professors to evaluate the Psychoeducational Workshop. It was verified the contributions of Positive Psychology for the promotion of health in several areas and that in only 4 Institutions the respective discipline appear in the pedagogical political projects. **Results:** As a result, a Psychoeducational Workshop was created with eight classes through active methodologies such as Project-Based Learning with the use of digital educational resources for teaching and experiencing Positive Psychology. **Conclusion:** The Workshop can be made available to students and psychologists, favoring contact with the concepts of Positive Psychology, its applicability and benefits. It is an open proposal, adaptable to the needs and realities of each Psychology course. It is suggested that the results in the training and health of the Workshop's students be verified in further studies.

KEYWORDS

Positive psychology. Psychology course. Pedagogical office. Active methodology. Project based learning.

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Psicologia Positiva na Formação do Psicólogo: Oficina Psicoeducativa como Proposta de Ensino

RESUMO

Introdução: A Psicologia Positiva tem contribuições relevantes evidenciadas na literatura no que tange à promoção de saúde, aumento da qualidade de vida e do bem-estar. **Objetivo**: O objetivo geral desta pesquisa foi identificar a presença da Psicologia Positiva na formação do psicólogo e apresentar uma proposta de ensino por meio de uma Oficina Psicoeducativa com recursos educacionais digitais. **Metodologia:** Foram realizadas pesquisas bibliográficas sobre o tema e sobre as contribuições da Psicologia Positiva, sendo, neste último caso, analisados 43 trabalhos; pesquisa documental dos projetos políticos pedagógicos e/ou ementas do curso de psicologia de 50 Instituições de Ensino Superior; e pesquisa descritiva de campo com a participação de 4 professores de psicologia para avaliar a Oficina Psicoeducativa. Verificou-se as contribuições da Psicologia Positiva para a promoção de saúde em várias áreas, sendo que em apenas 4 Instituições constam a respectiva disciplina nos projetos políticos pedagógicos. Foi elaborada uma Oficina Psicoeducativa com oito aulas por meio de metodologias ativas, como a Aprendizagem Baseada em Projetos com o uso de recursos educacionais digitais para o ensino e vivências da Psicologia Positiva. **Resultados:** A Oficina pode ser disponibilizada a estudantes e psicólogos, favorecendo o contato com os conceitos da Psicologia Positiva, sua aplicabilidade e seus benefícios. **Conclusão:** Trata-se de uma proposta aberta e adaptável às necessidades e realidades de cada curso de Psicologia. Sugere-se que os resultados na formação e na saúde dos estudantes da Oficina sejam verificados em estudos posteriores.

PALAVRAS-CHAVE

Psicologia positiva. Curso de psicologia. Oficina pedagógica. Metodologia ativa. Aprendizagem baseada em projetos.

La Psicología Positiva en la Formación del Psicólogo: Taller Psicoeducativo como Propuesta Didáctica

RESUMEN

Introducción: La Psicología Positiva realiza aportes relevantes evidenciados en la literatura en lo que se refiere a la promoción de la salud, aumento de la calidad de vida y bienestar. **Objetivo:** El objetivo general de esta investigación fue identificar la presencia de la Psicología Positiva en la formación del psicólogo y presentar una propuesta didáctica a través de un Taller Psicoeducativo con recursos educativos digitales. **Metodología:** Se realizó una investigación bibliográfica sobre el tema y los aportes de la Psicología Positiva, analizándose, en este último caso, 43 trabajos.; investigación documental de proyectos políticos pedagógicos y/o programas de la carrera de psicología en 50 Instituciones de Educación Superior; y investigación de campo descriptiva con la participación de 4 profesores de psicología para evaluar el Taller Psicoeducativo. Se verificó las contribuciones de la Psicología Positiva para la promoción de la salud en varias áreas y que en apenas 4 Instituciones la respectiva disciplina aparecen en los proyectos políticos pedagógicos. **Resultados:** se generó un Taller Psicoeducativo de ocho clases a través de metodologías activas como el Aprendizaje Basado en Proyectos con el uso de recursos educativos digitales para la enseñanza y vivencia de la Psicología Positiva. El Taller puede ser puesto a disposición de estudiantes y psicólogos, favoreciendo el contacto con los conceptos de la Psicología Positiva, su aplicabilidad y beneficios. **Conclusión:** Es una propuesta abierta, adaptable a las necesidades y realidades de cada curso de Psicología. Se sugiere que los resultados en la formación y salud de los alumnos del Taller sean verificados en estudios posteriores.

PALABRAS CLAVE

Psicología positiva. Curso de psicología. Oficina pedagógica. Metodología activa. Aprendizaje en base a proyectos.

1 Introduction

In general, as Rashid and Seligman (2019) point out, the role of positive psychology is to investigate the conditions and processes that contribute to the flourishing of people, communities, and institutions. According to Pacico and Bastianello (2014), the word "positive" refers to the study of the healthy aspects of people that can provide the conditions for individuals and their communities to develop in a healthy manner. Seligman (2011) states that the theme of positive psychology is well-being, and the criterion for its measurement is human flourishing, so the goal of positive psychology is to increase this flourishing.

According to Scorsolini-Comin and Giacomoni (2020, p. 18), "treating and prioritizing positive and adaptive aspects was a proposal that really broke with the way psychological science was done and thought about. Over time, the question of what is right with people has guided the emerging initiatives of positive psychology (Snyder; Lopez, 2009). According to Balancho (2013), positive psychology marks the bias of psychology in its more than 100 years of existence with its focus on illness and has developed conceptually as a movement that "advocates psychological interventions and research that mobilize resources and focus on promoting the best in people, families, organizations, and societies, and thus invest in human values and potential" (Balancho, 2013, p. 24).

Reppold et al. (2021) ethically and socially problematize the use of positive constructs in non-academic practices and by unprepared professionals who are not committed to scientific evidence. In addition to academia, the authors explain that positive psychology themes are used as self-help suggestions by untrained people who are not interested in scientific evidence and who do not consider the possible negative effects of the practices, in addition to the importance of contextualization (Reppold et al., 2021). In this sense, according to Reppold et al. (2021, p. 335), "there is no doubt that the origin of positive psychology is academic and that its argument encourages practices related to the pursuit of well-being and self-actualization to be based on scientific evidence". Referring to its scientific nature, Seligman (2011) states that positive psychology is "based on scientific evidence of its effectiveness" and that positive psychology aims to promote the health and well-being of populations (Pereira, 2021).

In this sense, considering the training of psychologists, it can be seen that among the possibilities of curricular emphases for the Psychology course, established in the National Curricular Guidelines (DCN), in point D of article 12, there is the presentation of the emphasis "Psychology and processes of prevention and health promotion", which, according to the document, is related to the development of skills that guarantee preventive actions at the individual and collective levels. Thus, according to the guidelines, psychologists can, in their work, "[...] protect and promote the health and quality of life [...] of individuals, groups, institutions and communities, in the most diverse contexts in which such actions are necessary.

Witter and Ferreira (2013) explain that the Guidelines also make it possible to maintain open curricula, including electives and complementary activities. "The Guidelines are not a

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'straitjacket,' but only general guidelines that ensure a minimum base without limiting the possibilities, which are myriad [...]" (Witter; Ferreira, 2013, p. 19). The authors comment that it is possible to structure and maintain curricula that are open to new areas or those that have been neglected in the past, but it is necessary that those in charge of psychology courses in Brazil do not limit themselves, as in the past, to copying curricula from other institutions, favoring a theoretical approach or an area of practice, as well as forgetting the technical-scientific aspects of the 21st century and "looking only backwards and not at what is happening today in psychology and its trends for tomorrow in the world (Witter; Ferreira, 2013, pp. 37-38).

Witter and Ferreira (2013, p. 21) comment on the importance of training psychologists to keep up with changes in society in general and in the job market. Thus, the psychology curriculum needs to adapt to scientific advances and socio-cultural changes. If there is no adaptation, as suggested by the authors, the training of psychologists in Brazil will continue to be focused on the treatment of psychopathologies, and their professional performance will be related to contact with people who seek their services only after they have become "ill".

The general objective of this research was to identify the presence of the theme of Positive Psychology in the initial training of psychologists and to present a proposal for teaching the basic concepts of Positive Psychology through a workshop with digital educational resources. The specific objectives were to describe the theoretical assumptions of Positive Psychology; to review the curricula and/or political pedagogical projects of undergraduate courses; and to review the literature on the contributions of Positive Psychology. The study is justified by the contributions of Positive Psychology to health promotion, disease prevention, well-being, and quality of life. It is understood that the subject of this study is relevant to psychology students and psychologists who are eager to learn more about Positive Psychology and diversify their professional practice, also with personal development, focusing on human potential and virtues, health promotion and disease prevention.

The Federal Council of Psychology (CFP), the Brazilian Association of Psychology Education (ABEP), and the National Federation of Psychologists (FENAPSI, 2018, p. 36) remind us that we must seek to "consolidate a training project for psychology that includes plurality, academic competence, and a commitment to improving society, based on a perspective of full citizenship rights." The National Curriculum Guidelines (DCN), published in 2004 and republished in 2011, unlike the minimum curriculum of 1963, which indicated specific subjects and contents, recognize the socio-cultural context of training, consider the diversity of theoretical-methodological orientations in psychology and the possibilities of professional practice, and integrate the possibility of a degree in teaching psychology into training, requires students to be able to think critically, reflect on the information they receive, investigate issues independently, act ethically, and engage with society, and values the theoretical-practical articulation throughout training and reinforces the need for continuing education for psychology professionals (Oliveira et al., 2017).

In this way, a psychoeducational workshop on positive psychology was developed with

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8 (eight) lessons, using Google Classroom as a digital educational resource. The activities developed in the workshop were based on the active methodology of Project-Based Learning (PBL). This pedagogical strategy can be defined as actions that use real projects to accomplish a task, with the aim of teaching content through cooperative work (Santana; Mazzafera; Pinheiro, 2022). While the student applies the content of positive psychology, "learning-by-doing" (Moran, 2018, p. 3), there is an "approximation of the classroom to life" (Vieira; Volquind, 2002, p. 10).

It is worth noting that the organizations representing psychology in Brazil maintain their position against distance education in psychology as a whole. This situation is permeated by current discussions, reflections, and positions. CFP; ABEP and FENAPSI (2018, emphasis added) recognize the importance of distance learning (DE) as a specific strategy, but point out that completely non-present teaching is detrimental to training because it "requires more than access to ready-made and presented knowledge [...], it requires academic experience in the classroom and outside it [...], it implies dialogue, confrontation of ideas and interpretations [...]" (CFP; ABEP; FENAPSI, 2018, p. 72).

The methodology used in this study is presented below.

2 Method

To achieve the objectives proposed in this study, different types of research were carried out, such as bibliographical, documentary, descriptive and field research.

The documentary research was carried out from May to June 2022 and was based on primary sources, from the curricula and/or political pedagogical projects of psychology courses, publicly available on the official websites of the higher education institutions (HEIs) analyzed. Documentary sources are classified as follows: public archives, private archives and statistical sources (Marconi; Lakatos, 2005). Thus, the archives resulting from the interpretations and compilations carried out in this study can be classified as public archives: official documents from state and federal public higher education institutions (HEIs), and private archives: official documents from private HEIs. In both classifications, all data were publicly available and freely accessible on the various websites.

The presence or absence of specific positive psychology topics was verified by analyzing the curricula and/or political pedagogical projects of psychology courses that were publicly available on the official websites of 50 higher education institutions (HEIs), of which 35 were federal public HEIs, 5 were state public HEIs, and 10 were private HEIs. In this study, we looked for a small random selection of HEIs in Brazil that made their curricula and/or political pedagogical projects for the Psychology course publicly available on their official websites, to get a sample of the presence of the subject of Positive Psychology.

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The bibliographic research on positive psychology was carried out by searching the catalog of theses and dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES) and the regional portal of the Virtual Health Library (VHL) in July 2022. In the bibliographic research, the types and bibliographic sources analyzed are publications, which, according to Marconi and Lakatos (2005), include books, theses, monographs and individual publications. The search terms used to conduct the research were: "positive psychology" and "health promotion"; with 6 (six) works included in the CAPES Catalog of Theses and Dissertations and 5 (five) works included in the VHL Regional Portal, of which 1 (one) dissertation and 3 (three) scientific articles were analyzed; "Positive Psychology" and "Health", with 97 (ninety-seven) works included in the CAPES Catalog of Theses and Dissertations and 54 (fifty-four) works included in the VHL Regional Portal, of which 1 (one) thesis, 9 (nine) dissertations and 15 (fifteen) scientific articles were analyzed; and "Positive Psychology" and "Teaching", with 29 (twenty-nine) works included in the CAPES Theses and Dissertations Catalog and 20 (twenty) works included in the VHL Regional Portal, of which 2 (two) thesis, 9 (nine) dissertations and 3 (three) scientific articles were analyzed. The filters used were full text, in Portuguese and published in the past 10 years, from 2012 to 2022. The search included all studies published in periodicals, specialized journals or indexed in these databases until July 2022. Documents were excluded if they were duplicated in the databases, if their subject did not meet the objectives of the study, or if they were not available in digital format. After the exclusion criteria, 43 (forty-three) papers on the subject were analyzed.

With the aim of evaluating the workshop as a pedagogical proposal for psychology students from the perspective of active project-based learning methodology, psychology professors participated. In descriptive research, according to Cervo et al. (2007), the researcher "observes, records, analyzes and correlates facts or phenomena (variables) without manipulating them", as in the case of this research with teachers, which aimed to analyze the proposed psychoeducational workshop. The selection criteria for the teachers were: to be over 18 (eighteen) years old, to hold a degree in Psychology and to be a permanent and active teacher in a Psychology course in a public or private university.

The professors who participated in the research hold a degree in psychology and teach undergraduate courses in the field. Three of them have a Master's degree and one has a Specialist degree. The subjects they teach are: Psychoanalysis, Thought Models in Cognitive-Behavioral Psychology, Psychology and Special Education, School Psychology, Special Psychotherapeutic Theory and Techniques, Child and Adolescent Psychotherapy, Experimental Analysis of Behavior, Professional Orientation, Systemic Family Therapy, Thought Models in Psychological Behaviorism, Experimental Analysis of Behavior, Measurement, and Evaluation in Psychology, Group Theories and Techniques, Human Development I and II, and Supervision of Clinical Internships.

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In terms of length of teaching experience, one instructor has taught for over 20 years, two instructors have taught between 10 and 20 years, and one instructor has taught between 5

and 10 years. Regarding their level of knowledge about positive psychology, one teacher said they knew "very little", one teacher said they knew "little", one teacher said they had a "reasonable" level of knowledge, and one teacher said they had a "good" level of knowledge.

The teachers read and analyzed the Psychoeducational Workshop on Positive Psychology with the aim of evaluating the proposal presented on active methodologies, digital educational resources and the teaching of Positive Psychology.

3 Results and Discussions

With the documentary research of the syllabuses and/or political pedagogical projects of Psychology courses, publicly available on the official websites of 50 educational institutions, it was found that the subject of Positive Psychology appears in the syllabuses and/or political pedagogical projects of 4 Psychology courses of the HEIs analyzed. We are not discussing why the theoretical assumptions focused on health promotion, individual potential, well-being, and quality of life are not present in other compulsory or optional subjects in the syllabuses and/or political pedagogical projects of psychology courses. However, the absence of the subject Positive Psychology in most of the Psychology courses analyzed is evident.

Graph 1. Higher Education Institutions surveyed

IES 50

10 IES priv
20,0%

5 IES púb est
10,0%

35 IES púb fed
70,0%

Source: Research data (2022)

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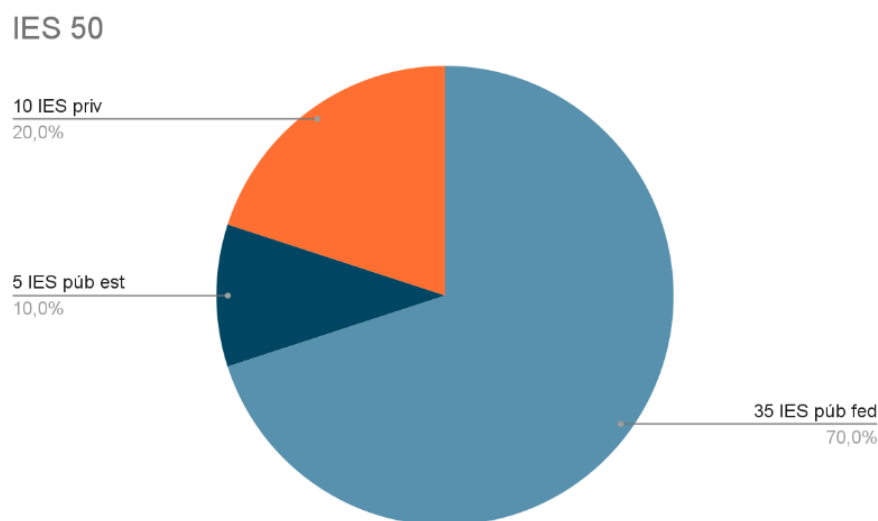
Graph 2. Positive Psychology subjects at HEIs

4 IES com PP
8,0%

46 IES sem PP
92,0%
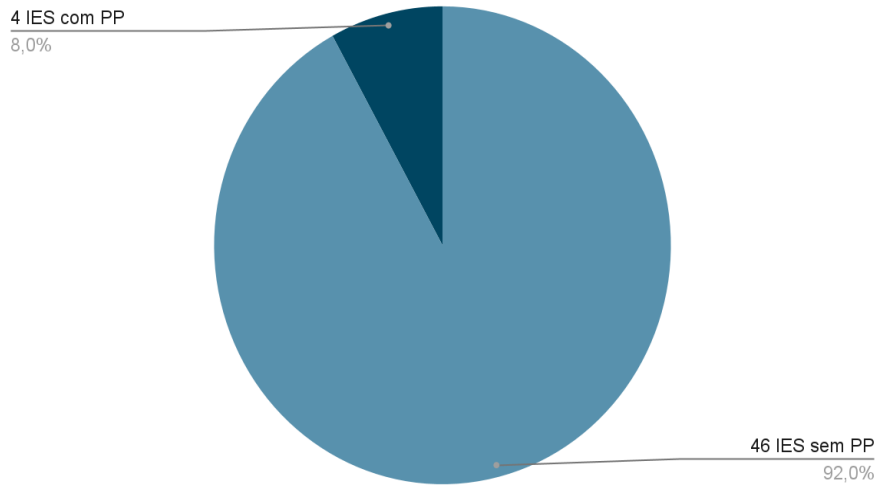
Source: Research data (2022)

The bibliographical research on Positive Psychology verified the contributions of Positive Psychology to the practice of psychologists in various areas of activity, such as work, emergencies and disasters, public health, education, pandemic, with children and adolescents, adults, women, the elderly, teachers and university students, with the aim of promoting health, increasing well-being and quality of life.

Graph 3. Areas of contribution of Positive Psychology

Universitários
14,3%

Professores
6,1%

Idosos
6,1%

Mulheres
4,1%

Adultos
8,2%

Crianças e Adolescentes
20,4%

Trabalho
24,5%

Emergências e Desastres
6,1%

Saúde Coletiva
2,0%

Educação
6,1%

Pandemia
2,0%
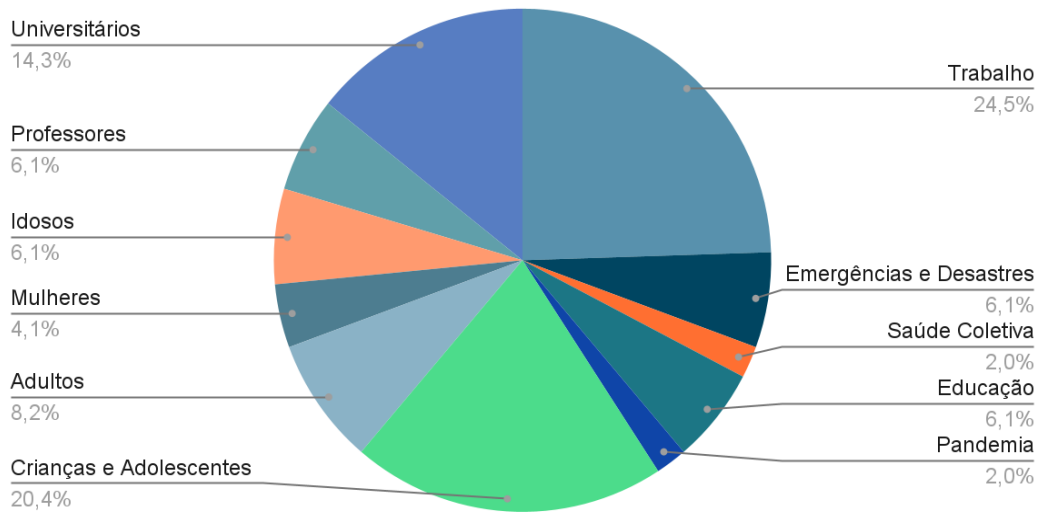
Source: Research data (2022)

Considering the results of the documentary research of the syllabuses and/or political pedagogical projects and the studies analyzed, a Psychoeducational Workshop on Positive Psychology was developed with 8 (eight) classes, using Google Classroom as a digital educational resource. The activities proposed in the workshop were developed using the active methodology of Project-Based Learning (PBL).

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The workshop was called "psychoeducational" because it combines pedagogical strategies with interventions that are psychotherapeutic for the student. Psychoeducation integrates educational principles with psychotherapeutic interventions (Carvalho; Malagris; Rangé, 2019). As the knowledge of Positive Psychology is understood and applied in practice, it is hoped that students will reap the benefits of positive interventions while learning in practice (Seligman, 2011).

The Positive Psychology Psychoeducational Workshop was evaluated by 4 (four) psychologists and psychology teachers, who agree that the concepts of Positive Psychology are developed in the proposal using Active Methodologies, placing the student in the role of protagonist in the teaching and learning processes, as well as the possibility of it being implemented by the psychology teacher. The teachers who took part in the research pointed out the difficulty of applying the Workshop, considering the restriction of the syllabus and program content of the courses, and one of the teachers stated that they felt encouraged to take up and advance their reading on Positive Psychology.

As a teaching strategy, the Positive Psychology Psychoeducational Workshop can be made available to psychology students during their undergraduate course as an elective subject, compulsory subject or extension course; it is an open proposal that can be adapted to the needs and realities of each psychology course. It can also be used by psychology graduates who did not have contact with Positive Psychology during their undergraduate studies.

In this sense, it is necessary to provide a theoretical basis for some Positive Psychology concepts that will form part of the content developed in the Psychoeducational Workshop:

a) Well-being

Pereira (2021) explains that the topic of well-being has been addressed by different traditions and societies throughout history. The author warns that the term "appears to be linked to research in different scientific fields, such as economics, sociology and health, and includes its respective meanings in these fields" (Pereira, 2021, p. 35).

According to Snyder and Lopez (2009), subjective well-being is a person's subjective assessment of his or her current situation. Well-being is a construct made up of five (5) measurable elements, each of which contributes to well-being, but none of which defines it (Seligman, 2011). Namely, the elements are: positive emotions, engagement, positive relationships, meaning, and accomplishments.

Ribeiro et al. (2017) explain that there have traditionally been two perspectives on well-being. From a hedonistic conception, there is the combination of positive and negative affections and general satisfaction with life. The other perspective, according to the authors, is anchored in eudaimonism and is related to psychological well-being, which can also be called "positive or optimal psychological functioning" (Ribeiro et al. 2017, p. 159).

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Seligman (2011, p. 43) warns that "if well-being cannot be sustainably increased, then the goal of positive psychology would have to be abandoned, but I believe it can be sustainably increased".

b) PERMA

Seligman (2011) explains that, in the theory of well-being, 5 (five) elements are related and that each of them has 3 (three) properties: it contributes to the promotion of well-being; many people seek it; it is defined and measured independently of the other elements. Each of the elements contributes to well-being, but none of them defines it (Seligman, 2011).

Pereira (2021) points out that Positive Psychology considers that five elements are involved in promoting well-being. PERMA is the composition of the five elements in the form of an acrostic which stands for: "positive emotions, engagement, relationships, meaning, and accomplishments" (Pereira, 2021, p. 39).

Seligman (2011) explains that the elements that make up PERMA are: positive emotions, the emotions that make life enjoyable; engagement, the feeling of total involvement in an activity; positive relationships, relationships with other people and their qualities; meaning, the feeling of belonging to something that is believed to be bigger than the person; and accomplishment, achievements, activities, habits, what people just decide to do, free of obligation.

b) Virtues and Character Strengths

Noronha and Reppold (2021, p. 68) comment that the term "character strengths" has been widely used in various contexts and situations and is considered "one of the most relevant constructs of positive psychology because it proposes a closer look at healthy traits rather than psychopathology" (Noronha; Reppold, 2021). Niemiec (2019) states that the 24 character strengths are a common language that describes what is best in people. The author also warns that the language of strengths is not a random collection of positive words, but the result of a collaborative project developed by scientists.

The most common and objective definition of strengths is as follows, "positive psychological traits" (Noronha; Reppold, 2021, p. 69). The authors also associate character strengths with personality traits. Niemiec (2019, p. 32) explains that character strengths are "personally enriching, do not diminish others, are universal and valued in all cultures, and are associated with various positive outcomes for oneself and others."

Noronha and Reppold (2021) explain that strengths can contribute to an individual's self-confidence, work orientation, social engagement, and identity, making them a relevant topic for development and well-being. The authors also point out that strengths have recently gained a prominent place in psychological science.

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Niemiec (2019) explains that two classifications have been created: the VIA Strengths Inventory, known as the VIA Questionnaire, for adults, and the VIA Youth Questionnaire, for young people between the ages of 10 and 17. Noronha and Reppold (2021, p. 76) explain that most interventions assume that by identifying key strengths, the subject can "use them to adapt and thrive in different situations and contexts". Rashid and Seligman (2019) warn that strengths guide behavior and are strongly associated with greater life satisfaction and well-being. Niemiec (2019) advises that each of the 24 strengths is positive, can be used for good, and is associated with positive outcomes.

The goal of positive psychology is to study and suggest strategies to improve well-being, quality of life, and health promotion. "The study of character strengths in different populations and contexts is one of the most promising agendas of psychology today, in favor of actions that implement positive outcomes related to well-being [...]" (Noronha; Reppold, 2021, p. 79).

c) Forgiveness

Forgiveness is one of the forces that make up the virtue of temperance. According to Niemiec (2019, p. 240), its essential characteristics are: "forgiving those who have made mistakes, accepting the limitations of others, giving people a second chance, and not being vindictive".

As Appolinário (2021) explains, the theme of forgiveness is explored to exhaustion by religion, and it is still common in society to apologize for forgiveness. Despite this, the author explains that the "pleasures of retribution" are often celebrated by culture, citing as an example the audiences for film productions that deal with revenge (Appolinário, 2021, p. 364).

Appolinário (2021, p. 365) also explains that there are variations in the definition of forgiveness and summarizes it by defining it as a person's ability to consciously and willingly "change their internal psychological state from [...] negative feelings resulting from [...] behavior perceived as unjust, to a pro-social or at least neutral emotional state".

Forgiveness is associated with change and not with an isolated event (Rashid; Seligman, 2019). According to Rashid and Seligman (2019), the client freely and consciously chooses not to seek revenge, but instead offers kindness and compassion. For the authors, forgiveness is an alternative to revenge that frees the forgiver from the prison of the cycle of hatred, resentment, and rumination on negative memories.

Niemiec (2019) explains that the practice of forgiveness is associated with many physical and psychological benefits, such as happiness, healthy lifestyle behaviors, and social support. "People who forgive experience less anger, anxiety, depression, and hostility than people who do not forgive" (Niemiec, 2019, p. 240). For Appolinário (2021), the power of forgiveness is a mechanism for interrupting cycles of violence, favoring the restoration of

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harmony in relationships as well as personal development, harming the psychological stagnation resulting from revenge and its negative emotions. As Niemiec and McGrath (2021, p.199) point out: "Forgiveness is a powerful corrective to hatred. In many ways, forgiveness is a healing force [...]".

Forgiveness is a "psychological skill that people can use [...] to deal with negative memories, emotional wounds, and hurts" (Rashid; Seligman, 2019, p. 162).

e) Gratitude

When discussing gratitude, it can be seen that the subject has always instigated philosophers, researchers, and religion (Landin; Carvalho; Silva, 2021). The authors explain that the word gratitude derives from the Latin gratia, referring to kindness, generosity, and the beauty of giving and receiving. In psychological literature, the authors state that gratitude is considered a psychological state of contentment, happiness, pride, hope, admiration, and appreciation for life (Landin; Carvalho; Silva, 2021).

According to Rashid and Seligman (2019, p 91), "gratitude is an experience of thankfulness that involves noticing and appreciating the positive things in life". For them, gratitude encourages people to restructure negative and positive experiences whenever appropriate and realistic, providing benefits such as increased self-esteem, coping with stress, improved relationships, less time spent on negative emotions and fewer unfair comparisons (Rashid; Seligman, 2019).

According to Cunha, Pellanda and Reppold (2018, p. 85), "gratitude is a very valuable resource for coping with extreme situations [...]". In this sense, the authors explain that grateful people are happier because they can build important resources for their lives. Cunha, Pellanda and Reppold (2018) also explain that happiness is related to the frequency with which a person experiences positive emotions, such as joy, love and gratitude, and negative emotions, such as fear, anger and sadness, and their subjective assessment of life.

Gratitude has positive implications for relationships, as it improves interpersonal relationships, increases feelings of inclusion and closeness, as well as reducing symptoms of mental illness (Landin; Carvalho; Silva, 2021). Seligman (2011) warns that gratitude can make life happier and more satisfying. The author explains that when a person feels gratitude, they experience pleasant memories of positive events in life and when gratitude is expressed to other people, relationships are strengthened (Seligman, 2011).

Cunha, Pellanda and Reppold (2018) suggest some interventions regarding gratitude: Gratitude List, in which the person will list the things that make them feel grateful throughout the day or week; Contemplation, which consists of the person thinking or writing about what they feel grateful for in general, being a punctual exercise; Behavioral Expression, in which the person writes a Gratitude Letter to a special person and then makes a visit to deliver it; Gratitude Diary, which consists of making a list with three or five items of moments in which the person

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felt grateful. The frequency can be daily or weekly, and for each item the person describes the event, detailing why they felt grateful and who was responsible for it.

The aim of the exercises is to provide an opportunity to reflect on the events, the people involved in them and to give people the chance to recognize their feelings at the time, thus "fostering attention and the tendency to perceive these good moments more easily in the future" (Cunha; Pellanda; Reppold, 2018, p. 88). Regarding the Gratitude Letter, the authors explain that its aim is to encourage the expression of gratitude, providing positive consequences for those who write and those who receive it, strengthening relationships and providing the conditions for those who write to remember people who can support them in difficult times.

Considering health care, interventions with gratitude can be implemented systematically, with the aim of increasing well-being (Cunha; Pellanda; Reppold, 2018). The authors point out that the positive effects of gratitude are found in scientific literature and that there is evidence of its relationship with health and well-being.

Gratitude is one of the forces that make up the virtue of transcendence and is one of the five forces most associated with life satisfaction and happiness, as well as contributing several health benefits (Niemiec, 2019). Niemiec (2019) mentions that gratitude improves immune and cardiovascular function, is related to longevity, low levels of anxiety and depression, as well as openness to experience, kindness, conscientiousness and less neuroticism (Niemiec, 2019). As a character strength, gratitude is about being aware of and grateful for good things, as well as expressing that gratitude (Rashid; Seligman, 2019).

f) *Flow*

People's perception of time and whether they are aware of its passing are related to feelings of pleasure and happiness. Snyder and Lopez (2009) explain that when one intentionally seeks to obtain the best experiences from each moment lived, joy and a sense of fulfillment are provided. According to the authors, "these positive pursuits can generate sanity in everyday life" (Snyder; Lopez, 2009, p. 222).

Csikszentmihalyi (2020, p. 14) explains that the concept of flow is the "state in which the person becomes so involved in an activity that nothing else seems to matter", the surrender and involvement in the activity are so appreciated that the person gets involved for the mere satisfaction of experiencing it. Snyder and Lopez (2009) tell us that during his research, Mihaly Csikszentmihalyi found that many of his interviewees used the term 'in flow' when describing their best experiences.

According to Csikszentmihalyi (2020), psychologists studying happiness and life satisfaction can find useful theoretical support in the concept of flow. Corroborating the author's assertion, Snyder and Lopez (2009, p. 222) state that many people live unconsciously, "out of tune with the meaning of their experiences and emotions." Snyder and Lopez (2009) also state that the search for absorption in lived experiences is an intentional process of attention. The

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authors explain that intense concentration on the current activity is followed by action and awareness; when flow arises, self-awareness is lost. Some characteristics of the flow state are: intense and directed concentration, loss of reflective self-consciousness, feeling that time has passed too quickly, experience of the activity as being rewarding (Snyder; Lopez, 2009).

d) Mindfulness

Attention is a cognitive capacity that allows us to focus on one event to the detriment of the variety of stimuli that occur simultaneously. The ability to focus on some sensory stimuli and ignore others is called attention (Davidoff, 2001). The author explains that at a party, for example, it is possible to pay attention to a specific conversation, while all the other sounds remain in the background.

In the midst of the infinite number of stimuli that surround human beings, Davidoff (2001, p. 145) attributes a survival value to attention, in the sense that if we paid attention to everything at all times, "we would be lost amidst the accumulation of information". In this sense, the author warns that people can perceive many stimuli without necessarily paying attention and being aware of them. According to the author, it's as if an "automatic pilot" were switched on and driving to work, for example, was devoid of attention, since the information about the journey has already been processed as a result of previous experiences (Davidoff, 2001, p. 145).

Mindfulness, also known as mindfulness, explains Rahal (2018), is a way of relating to the experiences of the moment consciously and intentionally and without judgment of what is happening. The practice and training of mindfulness has been used in psychotherapeutic processes based on various theoretical frameworks, such as cognitive behavioral therapy, dialectical behavioral therapy, acceptance, and commitment therapy and some psychodynamic approaches (Rahal, 2018). In his studies, Rahal (2018) found that the contributions of mindfulness practice are related to reduced stress and anxiety, increased self-realization, verbal creativity, improved self-concept and increased mindfulness.

Williams and Penman (2015, p. 18) state that mindfulness meditation helps to recognize harmful memories and thoughts, provides mental clarity and allows us to view events with "pure and sincere awareness". These authors also associate the practice of mindfulness with increased patience, self-compassion and persistence. "Mindfulness encourages us to break with the habits of thought and behavior that prevent us from fully enjoying life" (Williams; Penman, 2015, p. 19).

Mindfulness can be developed and trained. As Williams and Penman (2015, p. 37) point out, "it arises spontaneously in the way it does when we learn to pay deliberate attention, in the present moment and without judgment, to things as they really are".

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After checking the theoretical basis of the concepts used in the Positive Psychology teaching proposal, the Psychoeducational Workshop will be presented.

3.1 Positive Psychology Psychoeducational Workshop

The eight lessons are described below, containing a guiding question, the proposed tasks of the active Project-Based Learning (PBL) methodology and the learning objectives:

Lesson 1 - Positive Psychology, the science of well-being

In the first lesson, the suggested guiding question is: "Is it possible to talk about prevention in mental health and promotion of health and well-being?" The proposed tasks of the active project-based learning (PBL) methodology are

a) **Positive Presentation:** The student has to make a personal presentation describing a real experience in which they were successful, emphasizing what strengths and skills they used at that time. The act of writing can help find meaning in experiences (Rashid; Seligman, 2019).

b) **Gratitude journal:** This strategy is an ongoing practice. The student should write down three gifts, good things that happen to them during the day, every night. Rashid and Seligman (2019) teach that next to each gift there should be at least one sentence about why the gift happened, what it means to the person, what was learned by taking the time to name the gift, and how the student or other people contributed to it happening.

The purpose of this lesson is to introduce the student to the concepts and strategies of positive psychology, such as identifying strengths (Positive Presentation), building self-esteem, and practicing gratitude (Gratitude Diary), and to allow the student to experience the benefits of this strategy.

Lesson 2 - PERMA: the 5 elements of well-being

The second lesson begins with the guiding question: "How can we increase well-being and quality of life? In the proposed active methodology of Project-Based Learning (PBL), each student has to carry out a project in which, on each day of the week, they do an activity of their choice related to the elements of PERMA.

a) On Monday, the student will do an activity of their choice that makes them feel positive emotions, such as reading a book, walking around the neighborhood, playing with their dog, eating ice cream;
b) On Tuesday, the student does an activity with engagement and mindfulness, such as listening to music, watching a movie, eating something;
c) On Wednesday, the student does an activity with someone who may or may not be close to them that promotes positive relationships, such as visiting someone, calling to see how they are, talking about how they've been the last few days, being kind to a neighbor;
d) On Thursday, the student carries out an activity with the goal of understanding its meaning and purpose, it could be an action at work, an act of kindness to someone, helping an elderly person, giving a sweet to a child, but always considering the purpose of the action;

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e) On Friday, the student does an activity that can promote a sense of accomplishment, such as organizing a drawer, making a craft, drawing or painting.

The goal of this class is to promote the assimilation of the elements that make up well-being and, through the tasks, to create the conditions for the student to experience the benefits of each PERMA element because, as Seligman (2011) explains, in the theory of well-being there is a relationship between the 5 (five) elements that contribute to its promotion.

Lesson 3 - Virtues and Character Strengths

The third lesson begins with the following guiding question: "What are your main strengths and virtues?". After the reflective discussions arising from the question, the students are asked to answer the VIA (Values in Action) questionnaire from the VIA Institute on Character, a non-profit institute based in Ohio, USA, dedicated to the study and dissemination of Positive Psychology concepts, initiated and maintained by researchers from the University of Pennsylvania. The VIA questionnaire is available at https://www.viacharacter.org/survey/account/Register and is an instrument for probing and identifying character strengths and virtues. Niemiec (2019) explains that two classifications were created: the VIA Inventory of Strengths, known as the VIA Questionnaire for adults, and the VIA Youth Questionnaire, for young people between the ages of 10 and 17. Noronha and Reppold (2021, p. 76) explain that most interventions assume that by identifying their main strengths, the subject can use them to their advantage to adapt better to a wide variety of situations.

After identifying their main character strengths, the student must create a project (Project-Based Learning) made up of activities of their choice, in which they will consciously use their strengths. The aim of this lesson is for students to identify their signature strengths and virtues, put them into practice in everyday life, and understand this strategy as an interventional technique from Positive Psychology.

Class 4 - Engagement, Flow, and Mindfulness

The fourth lesson began with the following guiding question: "When was the last time you devoted your full attention to an activity?". After the reflective and introductory discussions, the task based on Project-Based Learning (PBL) is proposed:

(a) Each student must choose two activities throughout the week that are usually carried out rushing and carry them out slowly, devoting full attention.

Rahal (2022) found that the contributions of mindfulness practice are related to reduced stress and anxiety, increased self-realization, verbal creativity, improved self-concept and increased mindfulness. The aim of the class is to psychoeducate students about the benefits of Mindfulness in everyday life.

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Lesson 5 - Interventions with Gratitude

The fifth lesson is entitled "Interventions with Gratitude" and the guiding question is: "In everyday life, do you complain or thank more?". After the reflective discussions, the proposed task of the active Project-Based Learning (PBL) methodology is to invite the student to write a Letter of Gratitude to someone they believe they have never thanked appropriately, and the invitation will be extended so that the Letter can be delivered to the recipient, if possible. The student is also asked to continue the Gratitude Diary, which consists of making a list of three or five items of moments when they felt grateful. For each item, the student describes the event, detailing why they felt grateful and who was responsible for it.

Gratitude has positive implications for relationships, as it improves interpersonal relationships, increases feelings of inclusion and closeness, as well as reducing symptoms of mental illness (Landin; Carvalho; Silva, 2021). Seligman (2011) warns that gratitude can make life happier and more satisfying. The author explains that when a person feels gratitude, they experience pleasant memories of positive events in life and when gratitude is expressed to other people, relationships are strengthened (Seligman, 2011). The aim of this lesson is to psychoeducate students about the benefits of gratitude for mental health.

Lesson 6 - Building Positive Relationships

The sixth lesson, entitled "Building Positive Relationships, has the following guiding question: "In general, how do you rate your personal relationships?" Following the proposal of active methodology with Project-Based Learning, the student is asked to make the Tree of Positive Relationships (Rashid; Seligman, 2019). This project encourages the perception, understanding, and recognition of the greatest strengths of loved ones. According to Rashid and Seligman (2019), when you recognize the strengths of your family members, you are more likely to appreciate them and build stronger, more positive relationships.

The aim of this lesson is to encourage understanding that positive interaction with other people is a protective factor against psychological problems and a source of positive emotions.

Lesson 7 - The Power of Forgiveness

The seventh lesson entitled "The Power of Forgiveness" begins with the following guiding question: "What is the relationship between forgiveness and mental health and well-being?". The student then has to write a "Letter of Forgiveness", reflecting on the experiences that persist in their memory and generate negative emotions from which they would like to free themselves (Rashid; Seligman, 2019).

According to Rashid and Seligman (2019), in this type of project, the letter should not be sent, as it is of interest to the writer and not the recipient. In this way, the student can write a letter to a person who has already passed away, for example. Furthermore, according to the authors, the letter should contain the following information: how the student was hurt, what their feelings are and how they continue to be hurt by the memory of the event. After writing

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the letter, the student will be encouraged to plan a symbolic ceremony with the aim of forgiving the offender and letting go of the negative emotions, for example reading the letter aloud to themselves and then burying or burning it.

The aim of this lesson is to introduce forgiveness as a useful tool for working through feelings of anger and bitterness, searching for neutrality or even more positive emotions towards the situation.

Lesson 8 - Cultivating Positive Emotions

The eighth and final lesson of the workshop entitled "Cultivating Positive Emotions" has the following guiding question: "Is it possible to cultivate positive emotions?". Based on Project-Based Learning, the students are asked to choose activities that give them pleasure during the week and put them in their diaries. When carrying out the activities, the student should consciously savor the positive emotions that result.

The aim of this final lesson is to help students understand the possibility of consciously cultivating Positive Emotions.

4 Final considerations

The use of active methodologies and digital educational resources in the proposed workshop can promote student protagonism, which is essential for their training in psychology, considering the autonomy of the health professional, as well as the competencies of professional performance, based on digital information and communication technologies recently required.

The proposal for a psychoeducational workshop using digital educational resources emerged during the recent pandemic (COVID-19), which has forced pedagogical adaptations at all levels of education.

It is important to emphasize that the researchers mentioned in this work agree with the warnings and positions of the Federal Council of Psychology, Regional Councils of Psychology and representative entities of psychology that training in psychology is done in a physical, face-to-face manner and that attention and care is needed to the positions and directions taken by any government on training in psychology. In this way, the CFP, ABEP and FENAPSI (2018) statements are ratified that the position for face-to-face training is based on the need for dialogue, confrontation of ideas, debate based on plurality and diversity, understanding of differences, and development of attitudes and affections. All these points should be part of the educational process in psychology. However, technological developments and their contribution to education cannot be ignored. In this way, and considering the above positions, the content of the psychoeducational workshop is proposed and developed with active methodologies and mediated by digital educational resources, in a specific way in the

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psychology training, that is, it is offered as a subject, extension course or other teaching proposals that suit the reality of each psychology course.

Among the possibilities of curricular emphases for the Psychology course, item D of article 12, "Psychology and processes of prevention and health promotion", includes the development of professional skills that provide preventive actions "aimed at training individuals, groups, institutions, and communities to protect and promote health and quality of life [...]" (DCN, 2011). The Federal Council of Psychology (2021) warns that recently there has been an effective expansion and enrichment of the possibilities for professional practice, as well as the emergence of new areas of knowledge and forms of intervention.

The gap left by psychology in its historical approach to psychopathology and its treatment has favored the emergence of "professionals" from various backgrounds, or even without any specific training, who discuss and offer miraculous proposals that can supposedly generate happiness and well-being. These "gurus" preach a kind of positivity that is poisonous because it oppresses and can make psychologically suffering people even more ill.

It is clear that Positive Psychology has much to contribute to the training of psychologists in the direction of a professional practice focused on human development, aimed at promoting health, preventing illness, and increasing well-being and quality of life.

In this sense, if we consider the theoretical framework of Positive Psychology, we can see that it provides support and encouragement for practices aimed at developing potentials, strengths, and virtues that can promote health and prevent illness. Given that one of the aims of Positive Psychology is to "complement and broaden the focus of psychology, which since its emergence as a science has been predominantly pathological" (Pacico; Bastianello, 2014, p. 17), and that, in addition, according to the authors, Positive Psychology aims to promote human potential and well-being, this theoretical support can subsidize and contribute to interventions in different areas of psychologists' work aimed at promoting health, health education, health care, increasing quality of life and well-being.

The role of the psychologist/educator in the use of this pedagogical proposal must consider the role of the student, stimulated by the development of projects, from the perspective of active methodologies, constituting a teaching activity that aims to bring reflections on preventive action and not end in itself, but requires the sensitive and available gaze of the educator.

Looking at health education from a biopsychosocial perspective, psychologists trained in positive psychology can work with intervention proposals that can promote health and prevent illness.

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