



**PROLEGOMENOUS OF THE HISTORY OF THE MASTER'S COURSE IN PSYCHOLOGY OF
 THE CATHOLIC UNIVERSITY OF PETRÓPOLIS**

**PROLEGÔMENOS DA HISTÓRIA DO CURSO DE MESTRADO EM PSICOLOGIA DA
 UNIVERSIDADE CATÓLICA DE PETRÓPOLIS**

**PROLEGÓMENOS DE LA HISTORIA DE LA MAESTRÍA EN PSICOLOGÍA DE LA UNIVERSIDAD
 CATÓLICA DE PETRÓPOLIS**

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ABSTRACT

This work is dedicated to Professor Helmuth Krüger with whom I have had the pleasure of living since my graduation, and to be guided by him in all phases of my training in Psychology: undergraduate, master, doctorate, and postdoctoral internship. To speak of Professor Helmuth is to speak of a good faith thinker, in search of truth, a person of great moral and ethical actions. I thank God for accompanying him academically to the end of his worthy journey. I thank Father Rector Pedro Paulo for the authorization and encouragement for this postdoctoral internship. This paper is about the master's degree in Psychology at the Catholic University of Petrópolis, elaborated and developed by Professor Helmuth Krüger. This work was started in 2019, with the advisor professor Helmuth Krüger and aimed in addition to obtaining the post-doctorate in Psychology to make a history of the master's degree of the Psychology Course. In this article our initial objective is to launch the first lines of the research done for the desired purpose, leaving for the subsequent completion of the research the edition of a book with all history. Methodologically, it is a survey of historical data with analysis of documents and testimonials with some professors and students who passed through the institution.

KEYWORDS: Master's in psychology. History of Psychology. Catholic University of Petrópolis. Helmuth Krüger.

RESUMO

Este trabalho é dedicado ao professor Helmuth Krüger com quem tive o prazer de conviver desde minha graduação, e ser orientado por ele em todas as fases de minha formação em Psicologia: graduação, mestrado, doutorado e no estágio pós-doutoral. Falar do professor Helmuth é falar de um pensador de boa-fé, em busca da Verdade, pessoa de grandes ações morais e éticas. Agradeço a Deus por ter o acompanhado academicamente até o fim de sua digna jornada. Agradeço ao Padre Reitor Pedro Paulo pela autorização e incentivo para este estágio pós-doutoral. Este trabalho é sobre o Curso de Mestrado em Psicologia da Universidade Católica de Petrópolis, elaborado e desenvolvido pelo professor Helmuth Krüger. Este trabalho foi iniciado no ano de 2019, tendo como orientador o Professor Doutor Helmuth Krüger e visava além da obtenção do pós-doutoramento em Psicologia fazer um histórico do Mestrado do Curso de Psicologia. Nesse artigo nosso objetivo inicial é lançar as primeiras linhas da pesquisa feita para a o fim almejado, deixando para a posterior conclusão das pesquisas a edição de um livro com toda História. Metodologicamente trata-

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se de um levantamento de dados históricos com análise de documentos e depoimentos com alguns docentes e discentes que pela instituição passaram.

PALAVRAS-CHAVE: Mestrado em psicologia. História da psicologia. Universidade Católica de Petrópolis. Helmuth Krüger.

RESUMEN

Este trabajo está dedicado al profesor Helmuth Krüger con quien he tenido el placer de vivir desde mi graduación, y de dejarme guiar por él en todas las fases de mi formación en Psicología: pregrado, maestría, doctorado y prácticas postdoctorales. Hablar del profesor Helmuth es hablar de un pensador de buena fe, en busca de la verdad, una persona de grandes acciones morales y éticas. Doy gracias a Dios por acompañarlo académicamente hasta el final de su digno viaje. Agradezco al Padre Rector Pedro Paulo por la autorización y el aliento para esta pasantía postdoctoral. Este trabajo trata sobre la Maestría en Psicología de la Universidad Católica de Petrópolis, elaborada y desarrollada por el profesor Helmuth Krüger. Este trabajo se inició en 2019, con el profesor asesor Helmuth Krüger y tenía como objetivo además de obtener el postdoctorado en Psicología hacer historia del Máster del Curso de Psicología. En este artículo nuestro objetivo inicial es lanzar las primeras líneas de la investigación realizada para el fin deseado, dejando para la posterior finalización de la investigación la edición de un libro con toda la historia. Metodológicamente, se trata de una encuesta de datos históricos con análisis de documentos y testimonios con algunos profesores y estudiantes que pasaron por la institución.

PALABRAS CLAVE: Máster em psicologia. Historia de la psicologia. Universidade Católica de Petrópolis. Helmuth Krüger

THE HISTORY OF PSYCHOLOGY

Psychology as science began his studies and research in the Laboratory of Experimental Psychology at the University of Leipzig, Germany, in 1879. In the twentieth century, the scientific project of psychology presents a multiplication of meanings of scientific psychology. What generates the reflection that the history of psychology is the *history of psychological knowledge*, whose investigation belongs to the genre history of *culture*.

In the Brazilian historical context, Vilela tells us that it was in the Vargas government, with the impulse in the industrialization and creation of state-owned enterprises and the government of Juscelino Kubitscheck, during the famous "50 years in 5" with the increasing urbanization of Brazilian society that, "in the field of teaching, the first specialization courses in Psychology arise".

The main institution to offer specialization in psychology is the Sedes Sapientiae Institute, in São Paulo, under the combative and effective direction of Mother Cristina (1916-1997).

In Rio de Janeiro, the Institute of Selection and Professional Guidance of the Getúlio Vargas Foundation (ISOP/FGV), created in 1947 under the direction of Emilio Mira y López (1896-1964), also offers numerous extension courses in psychology.

In addition to the courses, we have in the 40s of the twentieth century, the first associations of Psychology, as well as the first journals: the Society of Psychology of São Paulo (now officially



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Association of Psychology of São Paulo) founded in 1945, and its journal, the Psychology Bulletin, which appears in September 1949 (Angelini, 2011). The Brazilian Association of Psychotechnics (now the Brazilian Association of Applied Psychology), is created by technicians and regulars of ISOP activities in September 1949, and launches, on the same date, the first issue of its journal, Arquivos Brasileiros de Psicotécnica – a name changed to Brazilian Archives of Applied Psychology and, finally, Brazilian Archives of Psychology (Castro & Alcântara, 2011). Such journals survived the time and are still published today.

Sequentially in the history of psychology in Brazil, we have the period of institutionalization and in 1953, PUC-Rio creates its Undergraduate Course in Psychology organized by Professor Hanns Ludwig Lippmann (Feres-Carneiro, 2011) who would also create the Undergraduate Course in Psychology of the UCP, followed, the following year, by PUC-RS (Scarparo, 2011).

In the 1960s, then, the regulation of the profession of Psychologist in the country took place in 1962 with the promulgation of Law 4,119, enabling the opening of numerous Psychology Courses throughout the country.

THE HISTORY OF THE UCP AND ITS PSYCHOLOGY COURSE

The Catholic University of Petrópolis originated in the Petropolitan Catholic Colleges, founded in 1953, was the first higher education institution installed in the city of Petrópolis. It is in the headquarters of the municipality of Petrópolis, approximately 60km from the city of Rio de Janeiro, and has a doctoral course in Education and 4 Master's courses, being psychology, one of them. These courses mainly serve students living in Petrópolis and adjacent municipalities.

It was in March 1977 that the UCP began to offer, under the organization of Prof. Hanns Ludwig Lippmann, the undergraduate course in Psychology that, from the beginning of the operation, until June 2014, 1147 psychologists graduated from the Catholic University of Petrópolis.

And in 2006, the Catholic University of Petrópolis, in its Institutional Development Plan (PDI), established as an institutional priority its expansion and consolidation as a university through the creation of new *stricto sensu* graduate courses.

From 2007, Professor Helmuth strategically hired numerous Ph.D. professors in Psychology, such as Cílio Rosa Ziviani, Wilson Moura, Eliane Gerk, Francisco de Paula Nunes Sobrinho, and Gustavo Arja Castañón, to meet the future demand of the Master's Course in Psychology. They were well-known professors in Rio de Janeiro universities and many of whom were retired or about to be retired in public universities in the State of Rio de Janeiro, which would bring to the UCP a faculty of great academic value with cutting-edge research in the area.



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Starting from this strategy after the officialization of the institutional interest in the implementation of master's courses and under the coordination of Professor Helmuth Krüger, the project of master's course in psychology was formulated, which would have Social Cognition as an area of concentration. In this project, reports Professor Helmuth, who was considered beyond the renowned faculty an adequate infrastructure for research. To have adequate infrastructure, the initiative was taken to ask FAPERJ for the necessary financial support for the installation of a Laboratory for cognitive research. This process was greatly encouraged by Professor Gustavo Castañón, who had theoretical and technical experience in the processes with FAPERJ. This support was then granted by FAPERJ, according to the conditions established by Notice 04/2008 of this Development Institution. With these resources granted, computers and other equipment were acquired, referring to the infrastructure and civil works that were made necessary for the installation of the Laboratory. The laboratory would be coordinated by Professor Gustavo, but he passed a contest for UFJF and can not take over. Initially being taken over by Professor Helmuth himself who followed the entire implementation process until the final account installments with FAPERJ. Then taken over by Professor José Carlos Tavares and currently by Professor Luís Antônio Monteiro Campos.

In 2009 and 2010, reformulated projects were transmitted to CAPES, at the suggestion of the Psychology Commission of the UCP, having finally been accepted by CAPES in 2011, through the hiring of 4 more teachers and the co-optation of a Ph.D. teacher already hired longer for the Psychology Course.

The Master's Degree in Psychology at the Catholic University of Petrópolis obtained the recommendation of CAPES in December 2011, started operating in March 2012 with two lines of research in operation: "Cognitive processes, social interaction and social problems" and "Cognitive processes, theoretical foundations, and applications" (CAPES, 2019).

The first selection process of candidates for the master's degree took place in January and February 2012. According to Professor Helmuth, in that selection process, 5 candidates were approved, who came to form a heterogeneous class, from the point of view of professional training.

This first-class was composed of a doctor, a speech therapist, an engineer with a degree in Psychology, and two psychologists, one of whom was a member of the Air Force Auxiliary Officers Corps.

As expected, this professional diversity of candidates remained in the subsequent selection processes, given that one of the objectives of the Course was to promote access to psychological knowledge to professionals from various areas, to prepare candidates for a qualitative increase in



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their professional performance, as well as for conducting studies and research in their specialized areas, that may involve theoretical and technical resources of Psychology.

Thus, the course emphasized the applied research, however, without prejudice to basic research and theoretical studies. An example of this is the dissertation defended in December 2013 by the dermatologist Glauco Twardowski, from the first class, whose working hypothesis was about the increase in levels of efficacy and efficiency in the clinical care of patients diagnosed with acne vulgaris, considering the cognitive dissonance experienced by these patients when placing their fingers in their acnes, which was empirically corroborated. It is interesting to point out that Professor Helmuth had great satisfaction in guiding medical professionals, I have guided 2018 a psychiatrist and neurologist.

In this same line of technical-scientific importance, there is the dissertation defended in March 2014 by psychologist Vivian Gomes, equally, a member of the first class of master's classes. This dissertation, based on the meta-analysis of research on helicopter seats, allowed the identification of the main factors compromising low back pain experienced by pilots of these aircraft.

All activities carried out in the Master's Course, throughout its operation, have always been focused on achieving the established objectives: on the one hand, to train professionals qualified to carry out theoretical studies and empirical research on problems that can be considered from the perspective of social cognition, as well as to the teaching of related disciplines; on the other, through research projects of teachers, contribute to the theoretical development of the area of concentration. In this sense, a very important aspect to consider is the fact that all teachers conduct research projects on problems that have some relationship with social cognition, and in these projects, there is the participation of Scientific Initiation fellows, whose scholarships are provided by CNPq and "Fundo Rocha Miranda", the latter being linked to this University. Also, in the practical mobilization of the Course were considered important cognitive variables, particularly beliefs and belief systems.

Thus, the Master's Degree in Psychology has been working since 2012 with two lines of research until 2017: "Cognitive processes, social interaction and social problems" and "Cognitive processes, theoretical foundations, and applications".

And from 2018, as suggested in the CAPES report, we opted for a line of research: "Cognitive processes, social interaction and social problems". Professors of the Graduate Program in Psychology of the UCP participate and/or lead research groups registered in the Directory of Research Groups Brazil Lattes (DGP/CNPq).

The role of the Course throughout its existence was linked to activities aimed at achieving the established objectives: on the one hand, to train professionals qualified to carry out theoretical



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studies and empirical research, about problems that can be considered from the perspective of Social Cognition, as well as to the teaching of related disciplines; on the other, through research projects of teachers, contribute to the theoretical development of the area of concentration. In this sense, a very important aspect to consider is the fact that all teachers have always conducted research projects on problems that can be investigated in the light of Social Cognition, with the participation of Scientific Initiation scholarship holders in these projects, whose scholarships are provided by CNPq, FAPERJ, the Celso da Rocha Miranda Foundation (FCRM), institution linked to, and by the UCP itself. The selection of Scientific Initiation fellows is facilitated because all professors of this Master's Course maintain a stable commitment to teaching at least 8 (eight) weekly classes in the Psychology Undergraduate Course. In addition, since 2017, we have received scholarship holders from FAPERJ in the Young Talents Program.

In the four years in progress (2017-2020), a permanent cohesive and stable faculty is consolidated, meeting capes' quantitative and qualitative criteria. To this do so, the Master's degree promoted, through public notice, the selection and hiring of a new permanent teacher, integrated in 2018. In addition, two professors were invited to insert the Master's degree as collaborators, an action carried out in 2018.

To meet the guidelines from the CAPES evaluation report for the four years 2013-2016, the course underwent internal evaluation, carried out by the Permanent Evaluation Commission (CPA) and curriculum restructuring. The number of elective disciplines in the concentration area of the program was suppressed and the workload of those who remained was altered. The two lines of existing research were unified in the line "Cognitive processes, social interaction and social problems".

In 2020, amid the state of pandemic worldwide, the Master's degree adapted quickly to continue functioning with quality of the face-to-face format mediated by technology, not interrupting any of its activities but adapted to the format mediated by technology. To do so, it was essential to support the institutional support expressed repeatedly by the Rector and the Pro-Rector of Research and Graduate Studies (PROPEP), a condition that favors and is indispensable to the development of the Master's degree.

Thus, given all the above-described devices, the course could develop its objectives set out in the second article of the Course Rules of Procedure, such as training professionals trained to a) Create new knowledge and innovative technologies of a psychological nature; b) Plan and conduct intervention projects or study and research of problems in the area of concentration of the Course; and, c) Plan and conduct teaching activities in the field of Psychology, mainly from the cognitivist perspective, in higher education courses. Also develop studies and research aimed at the theoretical development, that is, of concepts, hypotheses, and theories, as well as methodological and practical



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about social cognition, being understood as a research approach in Social Psychology, Development, and Personality. Two lines of research were organized: "Cognitive processes, social interaction and social problems" and "Cognitive processes, theoretical foundations, and applications".

Parallel to the initiatives internal to the Course, taken by professors, master's students, and administrative staff, related to the achievement of these objectives, steps were being taken towards the establishment of intra and interinstitutional relations made from cooperative relations with the Master's and Doctorate Program in Education, intensified through professors Francisco de Paula Nunes Sobrinho and Eliane Gerk.

These cooperative relationships are also realized with the registration of students of this Graduate Program in psychology in disciplines of the Master's and Doctorate courses in Education, nodding in two of them: Social Cognition and Research Methodology. In addition, students of this Program and this Master's Course participate together in Research Groups, under the responsibility of these two teachers mentioned above.

At the external interinstitutional level, initial steps were taken to establish collaborative relationships with the Graduate Program in Psychology of the Federal University of Juiz de Fora (UFJF), Federal University of Rio de Janeiro (UFRJ), Federal Rural University of Rio de Janeiro (UFRRJ). However, for now, these relationships deal with participation in examining benches of master's students, doctorates, and teaching selection processes, in lectures, research, participation in classes, and recently in the evaluation of CAPES scholarships in 2021. Since 2014, Professor Helmuth has participated in examining stalls installed in UFJF in addition to the writing of a book chapter. The proximity of Professor Helmuth was easily understood given that at UFJF were some of his former mentors such as Professor Gustavo Castañon and Professor Lélío Lourenço, current coordinator of the Graduate Program in Psychology, among others.

It is also worth mentioning that about the knowledge to be obtained and the competencies to be developed by the master's students, during the period of regulatory stay, a list was elaborated that results from the combination of three factors based on the objectives of the Master's Course; in the professional experience of teachers; and, in the core competencies of the National Postdoctoral Association of the USA.

Thus, it is intended that the master's student, at the end of the course, be able to: Locate and evaluate the quality of reliable sources of information, using them in the execution of teaching, study, and research activities; Assume pedagogical responsibilities for psychological disciplines of cognitive content in university-level courses, planning them and executing them effectively and efficiently; Plan and execute studies and research on relevant scientific problems related to social



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cognition; Write technical reports and scientific articles following the technical standards in force; and, Recognize and observe ethical standards of conduct in the conduct of professional activities, nodded in teaching and studies and research.

FROM CHANGES OVER TIME

The curriculum included in the Course Project, recommended by CAPES in 2011, was fully maintained until July 2014 and the subjects inserted in it resulted from a selection made by the teachers who came to make up the permanent body in the first two years of operation of the Course, therefore, until December 2013.

In the selection of discipline, three criteria were considered: 1-the objectives of this Master's degree, covering both those of the formation of masters and those of the intended scientific development, therefore, in the sense of theoretical, methodological, and practical addition in the investigation of themes and problems related to the area of concentration; 2-the professional experience of teachers, no longer, of the experience of the longer ones dedicated to research and teaching; e,3- feasibility of implementing the programs of the selected disciplines, considering the available institutional infrastructure.

In the stage following this selection, the selected subjects were distributed into two groups: the mandatory one; and that of the electives.

In general, the rule of attribution of responsibility for the proposal of the disciplines was preserved, that is, each teacher assumed responsibility for the disciplines proposed by him, from their content to bibliographic references.

The establishment of this link stems from the common interest of the permanent faculty of this Course to provide each teacher with the opportunity to present the results of his studies and research, and the professor can, in this way, mobilize the scientific and professional interests of master's students in the direction of the work he is performing.

However, the expression of the originality of each teacher is subordinated to the understanding that the area of concentration should always be considered. Thus, it is observed that all disciplines are subordinated to the two lines of research: "Cognitive processes, theoretical foundations and applications" and "Cognitive processes, social interaction and social problems".

As noted, the curriculum structure was fully preserved and fulfilled until July 2014.

However, due to accumulated experiences, teachers, and master's students, but mainly due to institutional facts, the curriculum, now considered, is being reviewed.



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In summary, the driving facts of this curricular review process in 2013 can be condensed into two factors: the successive experiences of implementing the programs of some disciplines, which are indicative of the pedagogical convenience of modifying their content or development methodology; and the changes experienced in the composition of the permanent body in 2013, already reported.

The Master of Psychology for its area of concentration and lines of research, constitutes an innovative experience of theoretical training and academic practices, as it emphasizes an innovative area at the level of master's courses.

From physical facilities and equipment:

In addition to the installation of the Laboratory of Cognitive Psychology, a fact that became possible due to the support of FAPERJ, which provided the indispensable financial resources, in 2008, initially coordinated by Professor Helmuth Krüger, this Laboratory has been operating uninterruptedly since 2009, serving the current Master's degree in Psychology, as well as the Undergraduate Course in Psychology, mainly in practical classes of basic disciplines and currently in partnership with the Laboratory of Social Cognition (UFRJ), coordinated by Professor Pedro Pires.

In addition to the Master's laboratory, students and master's professors have shared use laboratories, which together make up a total of fourteen laboratories, eight in the Dom Manoel da Cunha Cintra Set and six in the Dom José Fernandes Veloso Set. The eight computer laboratories in the Dom Manoel da Cunha Cintra Complex total 563.88 m², with an amount of 154 computers.

The Catholic University of Petrópolis is entirely computerized, and the first stage of wireless access of the BA campus was completed in 2013, comprehensively, thus reaching all the physical spaces available on this campus. The second stage of the process of installing wireless access was performed on the BC campus, where the Master's degree in Psychology is located. With the ease of access to computerized sources, provided by the wireless system, there was efficiency in carrying out the activities – an end, which, in our case of the Master's degree, concern teaching, studies, and research.

For the realization of studies and research, as well as for the conduct of administrative services, the Course has an internal network of INTRANET computers, linked to the general INTERNET network, whose operating conditions meet the needs of the Course.

The system thus constituted is eligible for participation in the Rio Network, composed of research centers and university institutions in the State of Rio de Janeiro.



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Also, the Catholic University of Petrópolis has two main libraries, one of them operating on the BC campus (Benjamin Constant) and the other on the BA campus (Barão do Amazonas). In each of them, there are five rooms for the group study and space of approximately 200 square meters for the attendance of readers. The total collection of these Libraries is 103,597 titles, with 73,469 titles in the BC Campus Library and 30,128 titles in the BA Campus Library. The works of psychological content cover about 3% of the total collection, and these, for the most part, are in the Library of the BC campus, just where the Master's Course in Psychology works.

Libraries are connected to the international computer network and, above all, connected to the CAPES Portal of journals, since 2012

It should also be highlighted the expansion in the same year of 2012 of the server park in the datacenter of the UCP, allowing new applications in EAD, nod. In this effort, in 2013, there was the replacement of old network equipment with new equipment, with optical doors and greater access speed, in addition to the necessary exchange of computers in coordination rooms and academic support, in line with the projects of modernization of the computers of academic laboratories.

Thus, the interrelations of the Courses became more fruitful in several aspects. The Master's degree in Psychology and the Undergraduate Course in Psychology are interconnected, including teaching, studies, research, and extension. Particular aspects of this interconnection will be considered in the next paragraphs. However, from the outset, it is observed that, in the understanding of the Rectory, as well as in the view of the Master's teachers, the activities of this Course must be connected to the process of training psychologists.

According to Professor Helmuth, this relationship can be considered from three different angles, benefiting both parties, but mainly the Undergraduate Course in Psychology: guarantee of updating the contents of the programs of the disciplines; favoring undergraduate students in obtaining knowledge, developing cognitive skills, and learning methods and techniques used in studies and research; and referral of motivated students to conduct specialization and master's courses. It is permissible to add that from the point of view of this Master's Course, this continuous exchange with the undergraduate course, in addition to the benefits highlighted above, will aim at obtaining more realistic information about the process of training psychologists, thus facilitating an estimate of the limits and possibilities of the trainees in their eventual ventures aiming at achieving graduate education.

In compliance with standards established by the Rectory, in 2012, all master's teachers dedicate at least six weekly times to activities in the Psychology Undergraduate Course. These times are distributed among teaching activities and guidance of students in the elaboration of their monographs, which is a requirement to be met to obtain the title of Psychologist. In general, the



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disciplines attributed to the responsibility of the Master's teachers have some affinity with the training and the current scientific interests of the teachers.

In 2013, Professors of the Master's Degree, coordinators of Research Groups registered in CNPq Platform, included 11 Scientific Initiation fellows, six of which were awarded by CNPq and five of them by the Rocha Miranda Fund, which was controlled by the Catholic University of Petrópolis. These students – scholarship holders participated in the research projects of Professor Eliane Gerk, focused on the "Adjustment of students of higher education: a comparative study in different courses" and for "Attention at the wheel: experiments in the virtual laboratory", those proposed by Professor Cleia Zanatta Clavery Guarnido Duarte, whose themes are related to the "Mediation processes of socialization of university students" and "Self-regulation of student learning and the study project of Professor Francisco de Paula Nunes Sobrinho, under the title "Attention behind the wheel: a systematic review in the literature on ergonomics and related issues".

This presence of scholarships granted by CNPq and Fundo Rocha Miranda continues continuously to this day.

The results of research and studies, even if they are partial, are presented regularly at the opportunity of a Scientific Initiation Day, promoted every year in October by the University. From these Days, a CNPq Evaluation Committee actively participates, formed exclusively by teachers from other institutions. In addition to the students - Scientific Initiation fellows, other students of the Psychology Undergraduate Course participate in the meetings of the Groups and Research, as volunteers. Such participation is encouraged by registering in the form of complementary activities. However, it is expected that the real use of such participation will occur in the personal level of the training of students, progressively enabling them to better understand what will become a scientific project of study and research, the personal requirements necessary for this type of work and the importance of science and technology in contemporary societies.

The changes introduced in the Master's Course in the second semester of 2014, replacing the classes foresaw in the Study and Research Seminars I, II, III, and IV, by the active participation of master's students in Research Groups, granted a more productive direction to these Groups, making them more attractive, including for undergraduate students. This structure remains to this day.

The Teaching Internship is offered for all graduate programs that establish criteria and responsibilities for teaching practice. It is noteworthy that some of the master's students are already university professors, but, still, it is necessary to provide them, as well as others, with an opportunity to practice teaching, which is properly monitored and evaluated.



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FROM THE DISSEMINATION OF THE COURSE

Initiatives aimed at dissecting information related to the Master's degree in Psychology began in December 2011. Through informative programs of UCP Radio, televised interviews with the coordinators of the Course, transmitted by TV Vila Imperial de Petrópolis and the insertion of informative notes in organs of the daily written press of the city, the Master's degree in Psychology became known. In 2017 he started a weekly program at Radio Imperial of his own master's degree, conducted by Professor José Carlos Tavares and guests.

They are added to the information thus put into circulation, which is socially disseminated by course professors in the opportunity of lectures and scientific communications made in congresses and scientific meetings. In addition, it is worth adding the testimony of the master's and former students, when asked about the course they attend.

In part, the contribution of the Master's Course in activities of social interest in the municipality of Petrópolis is made through the Undergraduate Course in Psychology. This contribution becomes evident in two moments: in the orientation of students, and in the participation of the Scientific Week of the Center for Health Sciences, to which the Undergraduate Course in Psychology is integrated. The reference to monographs, dealing with the social insertion of the Master's Course, can be justified, provided that due account is taken of the fact that some of these end-of-course works result from empirical research, which, although limited in terms of theoretical scope and the number of participants, are based on social problems, family and health services identified in this municipality.

In carrying out this research, but mainly in communicating their results to participants and other people interested in the investigated subjects, some clarification effect is produced, thus benefiting, even partially, local people, groups, and communities.

Another occasion in which the social insertion of this Course is manifested is the Scientific Week of the Center for Health Sciences, held annually in September. Since the beginning of this Master's degree, in 2012, teachers and master's students have participated in the Colloquium on Social Cognition, inserted in this Week. To date, the Colloquia have been organized in the form of two sessions, presented in sequence: in the first of them, projects and results of studies and research, conducted by teachers, are made; and, in the second, master's students, who have already completed their dissertations or who are about to complete them, also make the presentation of their works. In both sessions, the participation of listeners is encouraged.

Also, the development of this Master's degree has expanded the dimension of social interest of the activities that are being carried out in it. In 2016, there was the project "Skills to Live", which



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contributes both in the preparation of master's dissertations and in helping communities at risk, from the outset, attended to those located in the so-called Serra Velha, between the municipalities of Piabetá and Petrópolis.

The performance in the Undergraduate Program through the extension and the promotion of regular events in the Master's Program favored the visibility of the course. The Social Cognition Forum held annually since 2012, with the presentation of research results of teachers and students, and since 2018, has resulted in its expansion, including the participation of external guests.

In 2017, the I Symposium on Psychological Evaluation of the Serrana Region was held with about 260 participants, and this began to be part of the institutional calendar as a biennial event. The same occurred with the Congress of Social Cognition in planning in its first edition in 2019. Events take place in alternate years. In 2018, an intergroup event was held, with research groups of the Masters in Psychology and Law and Graduate Program in Education of the UCP, entitled "I Day of Studies on Ethnic-Racial Relations and other Social Markers of Difference: interdisciplinary dialogues", an event that brought together researchers from various institutions, providing the opportunity to produce scientific work organized by researchers of the respective Masters, expected to launch in 2019. In 2018, the VI International Congress on Drugs and The I Meeting of the Latin American Network on Stigma and Drugs was held by the Center for Health Sciences of the UCP, held in partnership with the Federal University of Juiz de Fora (UFJF) and the Federal University of São João del-Rei (UFSJ).

The master's degree in its integration with the degree in Psychology and with the Service of Applied Psychology promotes nucleation and solidarity activities in joint projects with the Municipal Department of Education providing supplies for the improvement of Basic Education and material for possible scientific research.

In an interview with Professor Helmuth (2019) she reports that: " the current stage of development of this Course, which can still be considered initial, the main positive aspects of the Master's Course can be synthesized as this: 1. professional maturity of most master's students who have sought this Course; 2. theoretical and practical quality of the dissertations defended; 3. motivation of teachers, leading them to assume complementary tasks; 4. hiring, in 2014, two more professors, with a doctorate obtained from European universities; 5. progressive increase of the networks of professional relationships of teachers; and, 6th full access to the CAPES Portal of journals, obtained in 2012."

FINAL CONSIDERATIONS



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The Master's degree in Psychology had in its creation the direct participation of Professor Helmuth Krüger, who conceived it within a classical view of Psychology, initially thought of a Master's degree in Social Psychology but given the existence of other similar Professor Helmuth Krüger, within its cognitivist tradition brought as an area the Social Cognition. He got it right because he became the only one in the State of Rio de Janeiro with this emphasis.

This area was enshrined in the CAPES report itself, where it was valued and praised.

The course can only have been successful thanks to the institutional support of the PCU, nod. For a new course (9 years), this has been presenting great academic results enabling a true insertion in the community where it is inserted in others, especially with the remote format that was introduced from the 2020 Pandemic. Our research is still not conclusive, leaving for the next festive publication of the course's ten years the final information and conclusions that will give rise to the book with all history more comprehensively.

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