

Addressing Violence Against Women: Analysis Of The Training And Performance Of Psychology Teachers In The Context Of The Interior Of Ceará

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ABSTRACT:

This article is about how discussions take place around the topic of violence against women in the process of training in psychology in the interior of Ceará. The general objective is to investigate how the theme of violence against women is included in the process of training in psychology in Higher Education Institutions (HEIs) in the interior of Ceará. To achieve this objective, we sought to analyze, through semi-structured interviews, what view female faculty have regarding the importance of discussions about violence against women in the psychology training process; and show how female faculty perceive the circulation of discussions about violence against women in their respective institutions and in the course curriculum and syllabi. To this end, field research was carried out with three professors from the psychology course at three HEIs in the interior of Ceará. Regarding the production of information, the collection done remotely through the "Zoom" application, and for the organization and analysis of the data, initially the interviews were recorded by the application itself and later transcribed and analyzed based on content analysis, from the perspective of Laurence Bardin. With the findings of the analysis, the research hypothesis was confirmed, that studies on violence against women in the psychology training process present themselves as a political act by the teaching staff. Identified an ethical-political gap in training due to the invisibility of discourses in relation to social demands present in training policies and educational policies.

Keywords: *Training. Psychology. Violence against women. Ceará.*

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I. INTRODUCTION

This article focuses on the analysis of professional training in psychology and its relationship with the issue of violence against women. To achieve this goal, research is conducted with members of the female faculty of a psychology course at a Higher Education Institution located in the interior of Ceará. The focus is on the training process itself, covering the teaching tools and methodologies adopted to achieve the desired profile of graduates. The inclusion of the theme of violence against women in this context aims to create mechanisms that contribute to the visibility of the complex plots that produce and reproduce asymmetrical relationships between individuals in society. It becomes relevant to consider that violence manifests itself as a denial of the human essence, and gender assumes a central role in establishing and organizing social relations through practices and discourses. In this sense, these forms of violence are immersed in a social, political and cultural context, and can manifest themselves through the systems that structure psychology courses.

The choice of research topic highlights the subjective nature present in this field of study, permeated concerns, anxieties and desires. The interest in investigating the topic of violence against women emerged from the experiences, reflections and anxieties experienced by the researcher as a woman, especially during her graduation process, with emphasis on her experience in the internship in emphasis I at the Women's Reference Center. This personal approach is relevant because it enables a sensitive and contextualized analysis of the topic, considering real experiences and their implications in the professional sphere.

The relevance of this research is undeniable, considering the breadth of the theme in both the social and scientific context, especially given the alarming rate of violence against women in the Brazilian reality, especially in the state of Ceará. As pointed out by the 2018 Map of Violence Against Women, Ceará occupied a worrying second position in the statistics of women murdered that year. In line with these statistics, data collected by the Observatory of Violence and Human Rights of the Cariri Region, linked to the Regional University of Cariri - URCA, for the period from January to December 2018, revealed a high number of incidents related to violence against women in the Crato, Juazeiro do Norte and Barbalha complex, totaling 2,390 occurrences, with an average of 7.2 records per day (HOLANDA et al., 2019). Given this worrying scenario, it is essential that professional

training in psychology addresses this issue in an in-depth and committed way, aiming to effectively contribute to the transformation of this adverse reality.

This article has as its starting point the following problem question: "How does the theme of violence against women fit into professional training in psychology in the interior of Ceará?" In this context, the hypothesis raised is that studies related to violence against women in the psychology training process take on a political dimension on the part of the teaching staff, however, an ethical-political gap in training is observed, due to the invisibility of discourses in relation to social demands present in educational and training policies.

The general objective of this article is to investigate how the issue of violence against women is addressed in the process of training in psychology in Higher Education Institutions (HEIs) in the interior of Ceará. To achieve this objective, semi-structured interviews were carried out with the female faculty, focusing on understanding the view of these professionals regarding the importance of discussions about violence against women in psychology training. Furthermore, we sought to explore how female faculty perceive the approach to discussions about violence against women in their respective institutions, as well as in the curricular matrices and syllabi of the psychology course.

In this context, this research addresses the issue of violence against women, always anchored in an ethical-political commitment, recognizing that such dimensions are inherent to any process of building knowledge and professional practice. The importance of higher education institutions in the process of training critical professionals, sensitive to social and professional issues, and as spaces conducive to confronting discourses and practices that perpetuate inequalities is highlighted.

It should be noted that the option to use the female pronoun throughout the article is due to the nature of the research, which involved only female participants and addressed the issue of violence against women in psychology training, a profession that is mostly female. Such linguistic choice reflects a political consciousness, recognizing that language has political implications and is not a neutral process. In the following sections, topics will be presented that discuss the historical path of psychology training in Brazil, the process of training in psychology, as well as the theme of violence against women. Subsequently, the research method used will be detailed, followed by the presentation of the data analysis findings, based on the speeches produced by the research participants. Finally, they will be exposed to final considerations of the study.

II. THEORETICAL REFERENCE

HISTORICAL COURSE OF TRAINING IN PSYCHOLOGY IN BRAZIL

The origin of Psychology in Brazil dates back to the colonial period, when, although it did not constitute defined knowledge or a specific area, it manifested itself through a concern with the human psyche. Its development occurred mainly within the scope of medicine and education between the years 1808 and 1890. In the medical sphere, the themes of neuropsychiatry, psychophysiology and neurology stood out (ANTUNES, 2004, 2006). In the area of education, psychological knowledge was fundamental for the development of teaching methodologies, learning methods and use of educational instruments (CRPSP, 2011). In 1890, the Benjamin Constant Reform took place, which was the first Brazilian educational reform. During this period, psychology had two moments of relevance for its professionalization in the area of Education in Brazil: its inclusion as a pedagogy discipline in normal schools and the creation of the first experimental laboratory as a pedagogy discipline in normal schools and the creation of the first laboratory experimental in education (SOARES, 2010).

However, it was only in the 1930s that psychology effectively entered higher education, becoming a mandatory subject in several undergraduate courses, such as social sciences, pedagogy and philosophy, and in teacher training in teaching and normal education. At that time, it was possible to glimpse some professional practices that would become exclusive to psychology with the regulation of the profession in 1962, such as the use of psychological techniques aimed at psychodiagnosis, guidance and professional selection. In 1946, ordinance 272 of decree-law 9092 raised a proposal for professional training in psychology which stated that to be a legally qualified psychology professional, it was necessary to study the first three years of philosophy, biology, anthropology, physiology or statistics, and take specialization courses in psychology (LISBOA; BARBOSA, 2009).

In the 1950s, the National Education Council (CNE) asked the Institute of Selection and Professional Guidance (ISOP) and the Brazilian Association of Psychotechnicians (ABP) to formulate a document that would guide the regulation of psychology in Brazil. The draft was sent in 1953 and in 1957 the CNE presented the replacement project with some modifications. The first undergraduate courses in psychology in Brazil were created in 1953 in Rio de Janeiro at the Pontifical Catholic University (PUC-RJ), and in 1958 in São Paulo at the University of São Paulo (USP) (PEREIRA, PEREIRA NETO, 2003).

Law No. 4,119 (BRASIL, 1962) approved on August 27, 1962 not only regulated the profession of psychology in Brazil, but also dealt with professional training courses in psychology. In this way, it is established that the courses could operate in faculties of philosophy, science and literature, covering three modalities, bachelor's degree, degree and training in psychology (VILELA, 2012; AMENDOLA, 2014). It is

important to consider that at that time the educational context underwent changes with the creation of the Brazilian Education Base Guidelines Law (LDB), which established the guidelines for education in Brazil (BRASIL, 1961). In 1962, the Federal Education Council, through opinion no. 403, established the minimum curriculum for psychology courses, which determined a common core of subjects for the bachelor's degree and licentiate degree, and another for the training of a psychologist, the bachelor's degree and degree should last four years and psychologist training should last five years (AMENDOLA, 2014; CAMPOS, 2013; PEREIRA; PEREIRA NETO, 2003).

Ribeiro (2007) understands that the training model proposed by the minimum curriculum gave the psychology professional a medical-curative character, and highlights that the discipline of psychopathology was a central subject and was related to the adjustment of mental and emotional disorders. According to Law 4,119, the psychology professional's main duties would be "the use of psychological methods and techniques with the following objectives: a) psychological diagnosis; b) professional guidance and selection; c) psychopedagogical guidance; d) solution of adjustment problems" (BRASIL, 1962). Several criticisms were made of the minimum curriculum, such as the lack of emphasis on scientific research, the failure to monitor psychology in relation to changes in society, and the rigidity of the training process as a result of which all courses should have the same curricular matrix (JONSSON; HOLANDA, 2011).

The military coup of 1964, the university reform in 1968, and the country's economic development had a strong impact on the development of psychology. Scarparo, Torres and Ecker (2014) point out that during the military coup, psychology maintained a standardizing nature of subjects, serving as maintainer of the status quo, submitting to the oppressive State. However, it was possible to perceive a different movement taking place on the margins, which denounced the repressive system of the time. Thus, according to Jonsson and Holanda (2011), in 1970 there was a change in thinking regarding the training process in psychology, directing it towards a psychosocial perspective, affirming the social commitment of the profession.

As a result of this paradigm shift, at the end of the 1970s and the 1980s, several discussions developed, alternating between what was the identity of the psychology professional, what was her social role, what her training and her work should be like. Thus, professionals and students in 1978, motivated by these questions, developed a project to reformulate the minimum curriculum. Although this attempt was unsuccessful, the discussions that took place were fundamental for the elaboration of the National Curricular Guidelines (DCN) in 2004, proposing greater curricular flexibility as one of its bases (JONSSON; HOLANDA, 2011; MELO, 1989).

In 1992, the National Meeting of Psychology Courses took place in Serra Negra, São Paulo, bringing together ninety-seven of the one hundred and three institutions that offered psychology courses in Brazil. During this meeting, the Serra Negra Charter was created, which dealt with seven guiding principles to be followed by psychology training in the country, and ten suggestions for operationalizing these principles. The discussions held contributed to the advancement of psychology and its social commitment, defending a critical and pluralistic character in its construction (CFP, 1992; JONSSON; HOLANDA, 2011).

Ribeiro (2007) concludes that the Constituent Congress of Psychology held in 1994, in Campos do Jordão-SP, was of great importance for the reformulation of the identity of the psychology professional, as it formulated and approved theses that dealt with training. Still in the same year, the Higher Education Secretariat (SESU) of the Ministry of Education (MEC) created the Commission of Teaching Specialists in Psychology (CEEPSI) which formulated the document "Contributions to Curricular Restructuring and Course Evaluation", based on the research carried out by the Federal Council of Psychology (CFP), the contributions on the curricular reformulation of HEIs, the changes proposed by the Serra Negra Charter, and the theses created and approved by the Constituent Congress of Psychology.

In 1996, the new LDB was approved, which had a great influence on psychology training by replacing the minimum curriculum with the DCN. The LDB established that HEIs would have autonomy to formulate their course curricula as long as they followed the DCN guidelines. Although this change has brought a flexible nature to training as the LDB established new policies for national assessment of teaching quality, HEIs can choose to formulate their curricular matrices based on the assessment criteria established by government bodies (RIBEIRO, 2007).

CEEPSI presented the draft resolution with the DCN in 1999, and received much criticism from the CFP, the Brazilian Association of Teaching in Psychology (ABEP), the National Association for Research and Postgraduate Studies in Psychology (ANPEPP), and the National Coordination of Psychology Students (CONEP) for presenting technical training, fragmented psychological knowledge, and for delimiting the area of psychology only in health. Therefore, the proposal ended up not being approved (JONSSON; HOLANDA, 2011). In 2001, the CNE presented a new proposal for the DCN, again ANPEPP took a stance against it, claiming that the proposal had not been discussed with actors directly linked to psychology training in the country (RIBEIRO, 2007).

Given the discussions that arose and the lack of agreement between the entities representing psychology regarding the DCN, in 2003 the CNE held a public hearing to find out the positions of these entities. At this hearing, two groups with divergent opinions were identified, namely, the Brazilian Psychology Society (SBP),

which argued that training in psychology should offer the profiles of bachelor's degree, licentiate degree and psychologist training, the latter being mandatory; and the Forum of National Entities of Brazilian Psychology (FENPB) which defended training based on just a single profile covering the three profiles of bachelor's degree, licentiate degree and training as a psychologist. Given this scenario, the CNE proposed that the two groups meet and formulate a single DCN proposal. Thus, the meeting took place in February 2004 and the draft presenting the DCN was sent to the CNE, being approved and approved on February 19, 2004 (CAMPOS, 2014; RIBEIRO, 2007).

The DCN aim to guarantee a common basis for psychology courses, therefore, they propose a common core of subjects in the curricular matrices, made up of skills, competencies and knowledge in line with the principles and foundations of training in psychology. This common core of disciplines must be present throughout the undergraduate course and be organized into structuring axes, namely: epistemological and historical foundations; theoretical-methodological foundations; procedures for scientific research and professional practice; psychological phenomena and processes; interfaces with related fields of knowledge; and professional practices. We have established that psychology courses must offer at least two curricular emphases, and these must be in line with social and regional demands (CAMPOS, 2014; JONSSON; HOLANDA, 2011; BRASIL, 2004).

The DCN propose basic internships aimed at inserting students into professional fields, and also define that psychology courses must be based on the training of psychologists, focusing on professional practice, research and teaching of psychology, making the bachelor's and degree profiles optional, and must last five years (AMENDOLA, 2014; CAMPOS, 2013; JONSSON; HOLANDA, 2011).

2018 was the “Year of Revision of the National Curricular Guidelines for Undergraduate Courses in Psychology”, thus, 188 preparatory meetings were held in different cities across all regions of the country, with a total of 3,381 participants, followed by five regional meetings that included with 438 participants, and a national meeting attended by 85 delegates, so that there could be a discussion and preparation of proposals for the review of the DCN. It can be seen that over the years there has not been a structural change to the DCN in its entirety, which appears to be necessary, given that we live in a period of major social transformations. In this way, these discussions aimed to find ways to ensure the social commitment of Psychology in the training process, as well as the social markers that need to be present in the DCN. These discussions culminated in the drafting of the new DCN, which was sent to the National Health Council (CNS) and the National Education Council (CNE), and awaits approval (CFP, 2018).

DISCUSSING TRAINING IN PSYCHOLOGY

The process of training in psychology has been a topic of discussion in many Brazilian studies, from different perspectives such as the development of skills and competencies, pedagogical course design, national curricular guidelines, curriculum matrix, academic structures, technical issues and preparation for the job market. (LISBOA; BARBOSA, 2009; CRUZ; SCHULTZ, 2009; BOCK, 2015; LOUREIRO, 2009;). According to Lisboa and Barbosa (2009), the common point found in these researches is the growing dissatisfaction regarding training in psychology, due to its lack in several segments, from technical issues to epistemological-scientific issues.

Corroborating this idea, the Federal Council of Psychology (2012) recognizes that it is possible to identify an ethical-political gap in professional training in psychology with regard to social demands, which ends up leading to a perception of abstract reality that is concrete, as well as The psychology professional has helped maintain the status quo in society instead of being an agent of change. The council also emphasizes that this is due to the lack of an ethical-political project for the profession that serves as a basis for the DCN.

The DCN propose a common basis to be followed by psychology courses, they seek to guide HEIs about the commitments, principles and foundations of the course, as well as the skills and competencies that graduates must possess, however, HEIs enjoy the freedom to decide on course proposals, the formulation of pedagogical projects, curriculum matrices and syllabi. Therefore, the choice of curricular axes and emphases that ensures the identity of the courses can be understood as a political choice of the courses. In this way, the DCN present a proposal to make training more flexible, so that there can be greater proximity between training and the regional demands where the course is offered (Campos, 2013). Loureiro (2009) points out that the presence or absence of a theoretical episteme in the process of professional training in psychology is the result of political disputes between fields of knowledge, educational policies, institutions and government bodies.

Moreira (2007, p.8) points out that the curriculum “(...) is not content ready to be passed on to students. It is a construction and selection of knowledge and practices produced in concrete contexts and in social, political and cultural, intellectual and pedagogical dynamics.” For Apple (2006), the educational field is social, therefore, the curriculum is linked to the social and economic structures of society, and should not be understood and/or analyzed as a neutral field, as a document that reflects the social interests of a certain historical context. Just as educational institutions must be understood as tools of cultural distribution, the curriculum and the knowledge transmitted must be studied as part of the problem that contributes to the maintenance of inequalities inherent to social, cultural, economic and political relations in the capitalist system.

Apple (2006) also points out that over the years, the social interests of a given historical moment end up being converted into ideas included in official curricula. It is important to highlight that the educational reality - which is complex, and involves relationships of control, power and resistance - encompasses much more than just what is placed in the official curricula, in this way, we have the “hidden curriculum” which refers to the contents, teachings and learning constituted in educational institutions in a way that is not always apparent. Forquin (1996, p.188) conceptualizes the hidden curriculum as being “the latent content of teaching or school socialization, (...) which is acquired (...) through experience or through diffuse impregnation, familiarization or inculcation; in contrast to what is acquired through explicit or intentional pedagogical procedures”.

Favacho (2012) points out that the psychology curriculum is a territory of dispute that goes beyond theoretical debates, the individuals involved in this process, such as teachers and students, claim to be legitimized as holders of knowledge and social experiences that in turn imply in CVs. In line with this idea, Arroyo (2013) highlights that popular groups put pressure on the official curriculum to have their struggles present in them.

VIOLENCE AGAINST WOMEN

Historically, the social places assumed by men and women have always been very well established by the gender hierarchy that structures social relations in the public world and in private life, assigning places, aptitudes, specific functions, social skills, competencies, positions of prestige and the rights and duties of each sex, with women being reserved for taking care of the home and having the space of mother and wife, and for men the public space, work and the city. The document Technical References for the Work of Psychologists in Care Programs for Women in Situations of Violence (CFP, 2013) points out that women are victims of ancestral processes and of a patriarchal society that is configured as a system of domination and exploitation of them, based on a sexist ideology, which ends up conditioning men to dominate and women to subjugate themselves, resulting in discrimination, social exclusion and violence against them.

The National Pact for Combating Violence Against Women (2007) points out that men and women suffer violence in different ways, so that men normally tend to be victims of violence mostly practiced in public spaces, while women suffer daily from a phenomenon that manifests itself in their own homes. Hanada, D’Oliveira and Schraiber (2010) point out that violence against women in Brazil has as its main aggressors the victim’s intimate partners and family members. However, this situation is constantly seen as a dynamic of marital and/or family relationships, and, as a consequence, abuse is not properly recognized as a violation of rights and gender-based violence. These situations of violence are experiences of interpersonal conflicts that cause ruptures in relationships of intimacy and trust, being full of moral judgments and standards of masculinity and femininity that disqualify women in the exercise of their subjectivities. The authors configure violence as a “dramatic experience of human denial” (p.34), which leads to feelings of humiliation, shame and fears that highlight the resistance to talking about the scenario experienced.

Law 11,340/2006, Maria da Penha Law defines in its Article 5, as “domestic and family violence against women any action or omission based on gender that causes death, injury, physical, sexual or psychological suffering and moral or patrimonial”. Furthermore, it specifies that such acts can occur within the domestic unit, family or in any intimate relationship of affection. In Art. 7, the possible ways in which violence can manifest are defined, namely: physical, psychological, moral, patrimonial and/or sexual (BRASIL, 2006).

According to data obtained from the Violence Atlas, published by Brazilian Public Security Forum, together with Institute of Applied Economic Research (2019) the murder of women in the state of Ceará increased by 73% in 10 years. According to an article published by CN7, as of November 20, 2020, 138 women had been murdered in the interior of Ceará, totaling 300 in the State of Ceará, an increase of 31% compared to 2019. It is important It should be noted that 115 of these cases occurred after the start of the COVID-19 pandemic, at this time, the month of May, considered the peak of the pandemic, the month with the highest number of murders, totaling 40 women dead. Thus, an increase in cases can be noted along with the social isolation measure, which has led some researchers to call this phenomenon “the pandemic in the pandemic”. Therefore, given the complexity of the phenomenon, it is essential to carry out studies, research, and actions that aim to give visibility to this problem (BRAZILIAN PUBLIC SECURITY FORUM, 2020).

III. METHODOLOGY

The present study adopted a methodological approach with exploratory and descriptive characteristics, aligned with the proposed objectives. The choice of the exploratory approach was based on its ability to deepen researchers' familiarity with the object of study. In turn, the descriptive approach was selected to analyze the facts and phenomena present in the investigated reality.

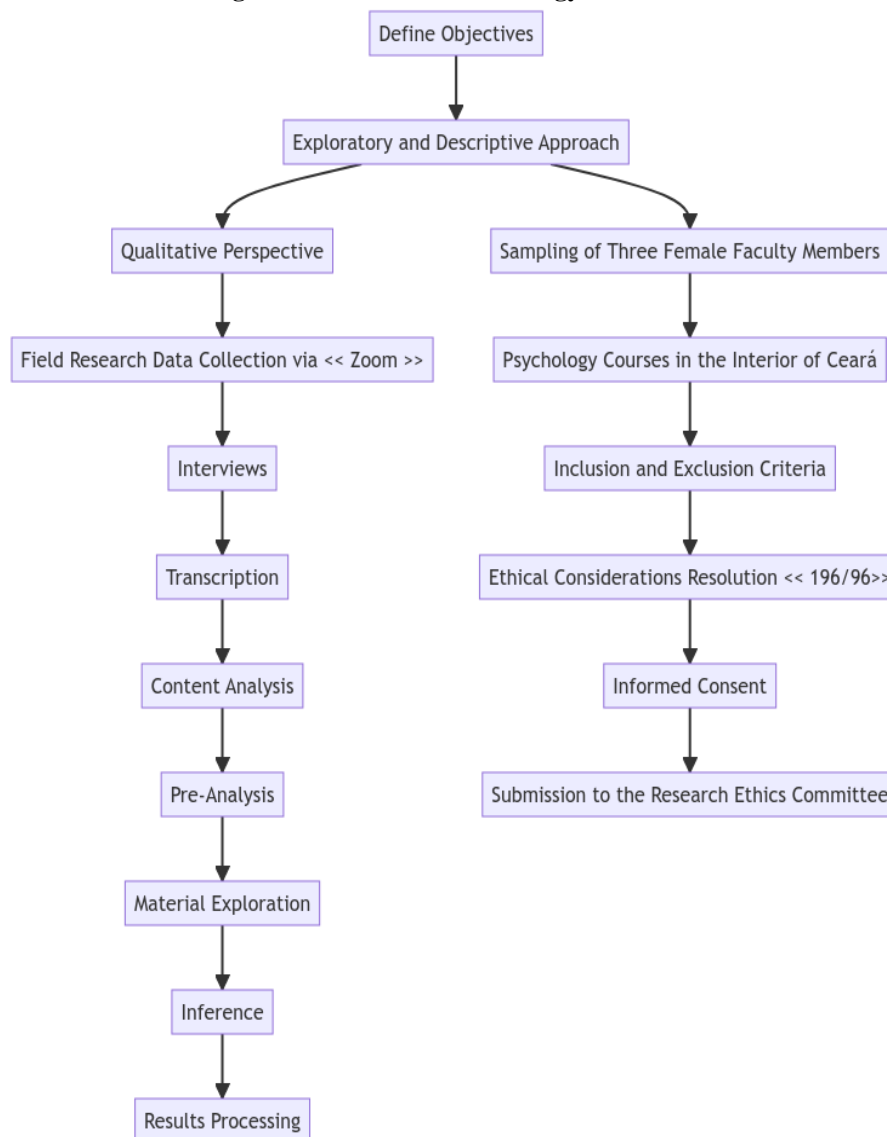
In line with the objectives outlined, the research adopted a qualitative perspective, aiming to deepen the understanding of underlying social issues and the complexity of human nature in its biological, social, cultural and historical dimensions. This choice allowed for an in-depth exploration of the proposed topic.

The qualitative approach in psychology was adopted to enhance the analysis of subjective data, giving the researcher an active and immersive role in the phenomenon studied. This approach is aligned with the understanding of psychological research, which seeks to interpret and contextualize human experiences in their various manifestations. Field research was conducted using the "Zoom" application to collect information. Data organization and analysis occurred through the transcription of interviews, followed by content analysis according to Laurence Bardin's perspective.

METHODOLOGY FLOWCHART

The methodology adopted in this study is outlined in a flowchart, figure 1, which comprises the following steps: initially, the objectives are defined, followed by the choice of an exploratory and descriptive approach that underpins the research. This approach is, in turn, based on a qualitative perspective that seeks an in-depth understanding of social issues and human complexity. Field research is conducted, with data collection carried out remotely, using the "Zoom" application. The interviews are subsequently transcribed and subjected to content analysis, following Laurence Bardin's methodology. Content analysis is broken down into three stages: pre-analysis, material exploration and inference, culminating in the treatment of results. The research involves a sample of three female teachers from Psychology courses in educational institutions in the interior of Ceará, following inclusion and exclusion criteria. Ethical aspects are strictly observed, in accordance with Resolution 196/96, with free and informed consent obtained from participants and submission of the project to the Research Ethics Committee.

Figure 1: Research Methodology Flowchart



Prepared by the author, 2023.

Based on the established objectives, the present study was developed based on methodological assumptions of an exploratory and descriptive nature. The choice of the exploratory approach is justified by the potential to provide an increase in researchers' familiarity with the object of study in question. The descriptive approach adopted with the purpose of describing the facts and phenomena observed in the investigated reality. In line with the objectives, the research is defined from a qualitative approach, aiming to deepen the understanding of the social issues involved and the complexity of the human being as a biological, social, cultural and historical being, thus allowing an in-depth approach to the proposed topic.

The qualitative approach in psychology gains prominence when considering the analysis of subjective data, giving the researcher a participatory character and close to the researched phenomenon. The choice of this methodological approach aligns with the understanding of psychological research, which interprets and contextualizes human experiences in their rich and diverse dimensions. In this sense, qualitative research provides a complete and in-depth appreciation of the aspects covered in this research (MINAYO, 2010; TRIVINÓS, 1987).

Therefore, field research was carried out. Regarding the production of information, collection remotely via the "Zoom" application, and for the organization and analysis of the data, initially the interviews were recorded by the application itself and were later transcribed and analyzed based on content analysis, from the perspective of Laurence Bardin. The interview took place based on a semi-structured interview script, as presented in Appendix A, divided into two parts, with the focus of the first part being the identification data of the participants regarding their teaching time and subjects taught, and the second part, with guiding questions relevant to the proposed research theme as its guiding thread.

Regarding the characterization of the research participants, the sample is made up of three female professors from the psychology course at three different HEIs in the interior of Ceará. The inclusion criteria adopted were that they be female teachers, who teach a subject on the psychology course curriculum in HEIs located in the interior of Ceará. Regarding the exclusion criteria, only those for teachers who do not agree to participate in the research or sign the terms are adopted.

Data analysis was based on content analysis (CA), from the perspective of Laurence Bardin. The author's proposal is to investigate the meaning of a text in the details of the information, data and evidence available, aiming to understand the message contained in the entire communication. This analysis technique is not limited to just describing the contents, it aims to understand the causes and antecedents of the message, as well as its effects and consequences (BARDIN, 2011; THEÓPHILO; MARTINS, 2007).

Content analysis is organized into three stages, the pre-analysis which corresponds to the organization of the material to be analyzed, this phase comprises floating reading, definition of the analysis corpus, formulation of hypotheses and objectives, and elaboration of indicators; exploration of the material where the data coding operations take place, establishes the recording units (UR) that will be analyzed, assigns a value to each UR and investigates the frequency in which they appear, or not, in the analyzed material. That said, inference work is carried out, which aims to manipulate the message contained in the investigated UR, giving it a meaning according to the research interests; and the treatment of results, inference and interpretation which consists of understanding the manifest and latent contents contained in the analyzed material (BARDIN, 2011).

The research is approved by the Research Ethics Committee of the Dr. Leão Sampaio University Center. Regarding ethical aspects, the guidelines and regulations contained in the Resolution 196/96, referring to research with human beings, obeying the four basic principles of bioethics, which are: autonomy, non-maleficence, beneficence and justice (BRASIL, 1996). Therefore, the participants signed the authorization form for the use of image and voice, and the terms of free and informed consent, and the post-informed consent form, one with the research participant and the other with the researcher, in which the research objectives and data regarding the contacts of the researcher and the aforementioned educational institution were included.

IV. RESULTS AND DISCUSSION

The results of this research are divided into three distinct parts. Initially, the topic entitled "Teaching experience: who knows what it's like not to have it and to have to have it to give it" will be presented. This segment covers the discussion around the marks left by the interviewees' psychology training process and how such influences reverberate in their teaching practices. Subsequently, the topic "Invisibility of discussions about violence against women in psychology training" is addressed, which explores how discussions about this issue are addressed during the training process., we have the topic "Training, psychology professionals: where and for whom?", which aims to discuss who the psychology taught in the courses is intended for and the impacts resulting from this political choice.

It is important to highlight that the identity of the research participants remained confidential. To preserve the confidentiality of their statements, the names of women who were victims of femicide in the interior of Ceará during the period of the research were used. This measure was taken with the purpose of ensuring the privacy of the interviewees and protecting their integrity during the process of publishing the results. The table below

describes the information about the three participants, including their fictitious name, year of graduation, degree, whether they are a teacher at a public or private institution and their length of teaching experience.

TABLE 1: PRESENTATION OF INTERVIEWEES

Participant (Gender)	Year of graduation	Titration	IES of Teaching as a Teacher.	Pedagogical Experience
Juracy Matias (Women)	2011	Master's degree and specialization	Private institution	07 years
Cícera Samires (Women)	2002	Master's and Specialization	Private institution	03 years
Ericlene dos Santos (Women)	2013	Master's, Specialization and Doctoral Student	Private institution	06 years

Prepared by the author, 2023

TEACHING EXPERIENCE: YOU KNOW, WHAT IT IS TO NOT HAVE AND TO HAVE TO HAVE TO GIVE

Thinking about the process of professional training necessarily implies talking about the importance of the role of the teacher, considering that she occupies a role as a mediator in this process, helping to build significant learning spaces, problematizing professional practice and social reality (PESSOA, 2018).

The interviews analyzed showed that during the participants' graduation process, they had no contact with studies and discussions around the theme of violence against women based on a theoretical discussion, as explained in the statements of participant Cícera Samires *"she didn't bring my training, I don't remember, if it had been like that, I would remember, I didn't, it was after, and before, because of issues that existed within me."* and in the others:

No, not during my training. (...) My education was a very positivist education, with a lot of research, a lot of investment in quantitative analyses, yes, and little space for this type of discussion. We didn't even discuss this theoretically, yeah, and we didn't even discuss cases, like, ethical dilemmas that psychology can encounter, right. (Ericlene dos Santos)

So, no specific discipline that deals with this, one that deals only with this, no, but when we are studying social psychology, when we are studying community psychology, ethics... it is still a subject that permeates these disciplines, huh. It's like I'm telling you, I didn't dedicate myself to specifically studying violence against women, but when we deal with social vulnerabilities, we deal with these themes too. (Juracy Matias)

Powaczuk and Bolzan (2011) point out that the experiences of teachers arising from their training process can influence their becoming a teacher, due to the possibilities of interpretation and (re)meaning they bring from different moments of their journey. Corroborating this idea, Soares (2014) discusses that the context in which this teacher is inserted influences her identity as a teacher, however, this occurs singularly, in view of the choices regarding the professional training and personal life of each subject.

When asked about how she had come into contact with issues related to violence against women, one of the participants emphasized how much her life trajectory and experiences had influenced her.

The contact was throughout life, I have an aunt who is a reference here in Cariri, yes, in this defense thing, and I have a little something like that, in the politics thing, I like the debate. So, I was already an activist for some causes, and parallel to my human training, I followed the trajectory of my aunt, so that also caught my attention, you know? And, this also provoked me to think about the sides of the phenomena, including these problems of violence, this helped me to compose, you know, as a professional, what empirically, personally, I already brought. (Cícera Samires)

Along this path, it is interesting to think about how the development of teaching practice can be built from a personal sense that is structured around the teaching actions carried out. Therefore, it is necessary to look at the meanings that teachers attribute to their practice, considering that it is from them that the teaching activities and content worked are drawn. Pessoa (2018) highlights that when the personal meanings attributed by teachers are aligned with the social meaning of education and its critical and reflective dimension, the greater the likelihood of having a teaching-learning process that goes beyond the idea that academic training serves only for the acquisition of skills and competencies to carry out a job.

Thus, it is understood that teachers are not just mere reproducers of curricula, syllabuses and teaching plans. Through their experiences, they can shape curricula, accommodating them in their context. From this perspective, Sacristán (2000) points out the importance of teaching work in the implementation of curricula, the pedagogical practice that transforms the curriculum into action.

The research participant, Ericlene dos Santos, who currently has a line of research focused on studies about violence against women, reported that her contact with the problem occurred due to her professional experience with women in situations of violence, *“The contact ends up happening when I go to work at the Women's Reference Center (CRM), it's the first space I have to learn about politics and also to learn about these discussions that psychology brings, you know, that psychology lists.”*. She also highlighted that due to the lack of this type of discussion in academia, she did not feel able to work in this field, and that is why, while working in CRM, she needed to seek theoretical foundations in other spaces.

This statement denounces how the interest in studies and professional activity is caused by marks left by academic training, thus, it can be said that the invisibility of discussions on the topic, in this case, seems to have contributed to the search for a theoretical and practical reconstruction of psychology's work with women in situations of violence.

It is interesting to note how professional experiences can mix with ways of life and living, characterizing the political bias of these professionals' actions, presenting themselves as a form of resistance. Pessoa (2018) states that in the field of education, transformative practices are only possible with the process of raising awareness among teachers about the reasons that led them to carry out their professional activity.

(IN)VISIBILITY OF DISCUSSIONS ABOUT VIOLENCE AGAINST WOMEN IN PSYCHOLOGY TRAINING

During the information gathering process, when asked about how discussions about violence against women are present in the classroom, the teachers reported that they seek to bring it transversally with other discussions, even without the topic being present in the curriculum.

We use the crepop booklets, right, which deals with the role of psychologists in public policy, and the crepop booklet, which brings a lot of psychology into social commitment, psychology at the service of confronting social vulnerabilities. So, I'm always talking about, you know, I don't specifically talk about violence against women, I don't have any classes that are like that, today we're going to deal with violence against women, but when we talk about a psychology that is in the service of confronting social vulnerabilities, the issue of gender involves this. (Juracy Matias)

I bring one example and another from my experience where I worked, within the contexts I try to bring. (...) within developmental psychology it is also very easy to take a cue and do it, but now with the integrative project, which in this case, my integrative project, works with observation and human development, there is a moment when I talk specifically, about this issue of gender, abusive relationships, and how we can, you know, sensibly, see both sides of all stories, right, not just the victim, but especially the one who also suffers and is accused as an abuser, like an executioner. (Cícera Samires)

The teachers mentioned the difficulties encountered in articulating different themes and discussions in a subject with a workload of 80 hours. Thus, suggestions were made so that psychology courses could include a specific subject related to violence against women in the curriculum. This way, the content relating to the issue in question could be better.

I also think it should be formalized, because we would better direct the study, you know, didactically, I believe we should do a study, even epistemological, on this issue of violence. (...) There are so many cool theories, there are contemporary people developing so many great things, and there is no specific space for us to think about a targeted lesson plan, you know, pedagogically invested, so that we could systematize the study. (...) I think that in addition to the discipline there should be more internships, the people from community social psychology should start more debates about it, it should be a transversal theme, of events, so, this thing about opportunities, you know? “Ah, but wouldn't it be too annoying?” The shake literally happens every day, women are hit every day, so, as long as there is still a need, we have to work, right, to give visibility to the topic and demystify a lot of things as well.. (Cícera Samires)

In 2013, at the XXXIV Inter-American Congress of Psychology – CIP, researchers in gender and sexualities released an open letter to Brazilian society, and especially psychology professionals, aiming to awaken their interest in defending and recognizing the importance of investigations and scientific interventions on gender and sexuality issues in psychology. In this letter, it is highlighted that training does not formally include the contents of gender and sexualities in the curriculum, leaving the initiative to problematize these dimensions of human subjectivity to the teaching staff, thus making it urgent to legitimize the importance of these discussions. It is also emphasized that for the fight and defense of psychology's commitment to valuing diversity and defending human dignity as a fundamental and inalienable right, these themes cannot be present only as a variable, a structuring axis and transversal to all aspects. areas of knowledge and professional psychological practices that seek to be ethical (JESUS, 2013).

Even with the teachers' attempts to bring this discussion to the surface in the classroom, it is clear how this problem is lost in the midst of several other discussions, and there is no specific theoretical discussion about the role of psychology in confronting of violence against women, professional performance, and theories that talk

about the mechanisms of violence. The following speech by one of the participants explains this concern in relation to how discussions on this topic take place.

It ends up that when we are talking about minorities, and women, they fall into this category, it ends up that it seems that everyone knows how to speak a little, everyone knows a little, right, and it seems that everyone knows how to intervene in a situation of violence, So, having this subject in academia is what will provide the basis for the psychologist's work, and if it doesn't exist, this psychologist needs to base himself in other spaces, but there needs to be a study. (Ericlene dos Santos)

Still on this path, the participant highlighted the importance of the psychology professional knowing how to separate the space of activism and professional activity, so that there is no process of revitalization for this woman in a situation of violence.

It's the criticism we make in all psychology activities, it's in our code of ethics, if we're not ready to do it, we shouldn't act. So, it's not enough that I like the cause, that I identify with it, that I'm a feminist, that I can be there. We can't work like that, I can be there as a person, as a woman, but as a psychologist I have to train myself for that, right, and I have to understand, I have to read, I have to see what it is does, what doesn't it do, and I have to do this based on a theory, that in psychology, this is not done to women, right. I stay there, "I'm going to accept a demand, I'm going to accept a demand" I'm going to accept a demand based on what? What theoretical thought is behind this woman experiencing this violence? "Ah, I will welcome whatever comes", but how does it come? So, I start from the assumption that, if you don't have theoretical content, you shouldn't be in this space, or you are and are dedicating yourself, studying, doing some training, doing some study there to act, right. (...) "So, what does the theory say about this, what are the psychology studies that talk about this?" I think this is very dangerous, when we talk from our own framework and not from a psychological theory, you know, of which we can list several: theory of social dominance, belief in a just world, theory of justified discrimination, ambivalent sexism. And people are like, "ah, I'm discussing violence," and then they report the violence suffered by women, the rates and that's it, they start talking about their own experience. (Ericlene dos Santos)

The CFP (2012), in a document whose objective was to problematize the training process in psychology, points out that one of the greatest difficulties encountered among teachers and students is the elaboration of a situation analysis that outlines the historical, social and political context experienced in Brazil, just as, in training, a relationship is not made between the intervention carried out and its consequence, thus, by not evaluating the intervention, one acquires a technical character.

TRAINING PSYCHOLOGY PROFESSIONALS: WHERE AND FOR WHOM?

HEIs end up assuming a dual function that, in a certain way, are articulated with each other, being the responsibility of professional training itself, which involves the teaching-learning process of a series of knowledge and theoretical-methodological and technical domains; and the function of promoting critical reflective thinking about the historical, social and cultural aspects in which their professional practice will take place (SILVA, 2001). In line with this idea, one of the research participants points out that the discussion surrounding violence against women in psychology training helps with the process of forming students' critical consciousness.

This discussion in college has this importance of us going beyond the level of common sense, going beyond the level of this culture that we have, right, and building new ways of being in the world, of being in the world, of relating to ourselves and others. (...) it has a liberating role, the role of forming critical awareness, of reflecting on our reality. (Juracy Matias)

Bernardes (2012) argues that the current DCN are a legacy of the liberal and technicalist movement that guides scientificity, techniques, competence and methods that aim to increase the efficiency of learning. Therefore, it is necessary to take a critical look at these liberal and technical practices, in order to avoid the increase in the process of commercialization of education, which leaves the subjects involved in this process in the background, being the teachers, the students who will leave the IES as psychology professionals, and the society that will be the field of professional practice for these professionals. From this perspective, one of the participants explains her concern about not letting the teaching-learning process of training in psychology distance itself from the critical and emancipatory reflection of education.

It is very important that we are in academia, all the time, problematizing these issues, because it is the training space for psychologists who go to CRAS, CREAS, who go to an institution to be a teacher, right, who will take on the CRP of life. So, it is very important that we are there every day, not letting this ethical-political psychology die, this psychology of social commitment, this psychology committed to the defense of human rights. We know that it wasn't always like this, that psychology wasn't always this psychology, and we run a serious risk of this being left in the background, so that's our role. We are living in dark times, right, so it is very important that we are constantly calling out reality, bringing ethical-political questioning, bringing reflective critical thinking, because that is how we build this psychology, right? (Juracy Matias)

This statement from the participant shows another pertinent issue, it goes against the neoliberal educational discourse that is based on the acquisition of skills and competencies, aiming to serve the job market, which treats education as a tool for the instrumentalization of professionals. Here, there is a concern on the part of the student to have an appropriation of the knowledge produced, so that the students are fully trained. Hooks (2019) points out that in order to have a democratic education, educators need to discover ways to teach and share knowledge that do not strengthen current structures of domination. The author also highlights that although educational systems are organized to preserve domination, it is possible to find subcultures of resistance that believe in education as a practice of freedom. The following statement is an example of how this can happen in psychology training.

There is no such perspective of neutrality, either we are in confrontation or we are in favor of the status quo. We have to think about who psychology is at the service of, we need to understand the history of this psychology so that we understand who it was at the service of throughout its construction, and that it continues in the construction process, and that now we are part of this construction. In whose service do we want to build this psychology?(Juracy Matias)

In line with this perspective, during the information gathering process, the teachers brought up the issue of violence against women as a regional demand, and highlighted the importance of training being aligned with this demand. Corroborating this idea, Dantas (2010) argues about the need for training to offer a theoretical body interconnected and committed to the existing reality. This author also highlights that HEIs are responsible for creating, or not, a greater connection between the training offered and the regional demands of where it is located.

I think that here in Cariri we are representative, unfortunately, not only as statistics, but it is, it is not just a sample either, it is, I think that we are like this, it is a social body that expresses this affection very widely, right? , this painful affection, the issue of violence, in all aspects, whether institutional, relational, cultural, in all areas, in all areas that you study, you will find fertile ground for identifying these relationships of order of violence against women. (...) So I believe that Cariri is such a global section, if you want to study, you can come here, from anywhere in the world, and you will be able to identify various forms of violence. It's a reference, unfortunately.(Cícera Samires)

In the following speech, one can notice the participant's concern regarding how HEIs deal with the issue of violence against women.

I still think it's very pragmatic, you know, I still think it's very punctual, and that's not pejorative, I think it's a movement in which institutions in general end up not following campaign calendars, and there's something that they do, and that's great, right? In short, it's as if everything is still very mixed up, we are still naturalizing what is not natural, so it ends up that, in short, it is convenient to be as we are, and we give a response every now and then, when we run a campaign , when he speaks, it's as if we justify, "oh, we're talking about this", but that's not how I understand that we transform a culture, that's not how we feel that the subject touched to the point of rethinking how he has lived his lives, you know, I say "his lives" because of the joints, you know, it's not just me with me, it's me with my classmate, and finally, with the little people we care about. live together, right? I think not much. (Cícera Samires)

According to Loureiro (2009), when the training offered does not contemplate reality as it is, the future professional is not properly prepared for professional practice. The aforementioned author also points out that the text presented in the DCN is contradictory, proposes a flexible nature of training, prioritizes training that meets the demands of the job market. For Coelho and Guimarães (2012), when the training process is aligned with this market logic, education loses its meaning and autonomy, losing the concrete chance of contributing to overcoming situations of inequality. Education loses its reason for being. Therefore, its focus must always be the ethical-political dimension of the student and society.

V. FINAL CONSIDERATIONS

In this article, we present discussions on how studies on violence against women are included in psychology training contexts in the interior of Ceará. The problematizations that guided the research design are related to the concerns regarding how the training processes in psychology have taken place, and professional performance with regard to the ethical-political commitment of the profession in the face of the demands arising from the issue of violence against women. woman, in order to contribute to the denaturalization of practices that maintain the status quo, which reproduce exclusionary, normative, and prejudiced discourses, which produce subalternity and marginalization of forms of life and knowledge.

In this way, we understand that the choice to problematize training in psychology is a political choice. Researching the topic proposed here is a way of taking a look at how psychology has sought to problematize and direct questions relating to training, and present new elements for the discussion. The process of training in psychology does not only concern those interested in this area, it is inserted in a context of greater discussions, interests, conflicts, struggles and resistance. Questions like "who does psychology serve?" "who does psychology

serve in the interior of Ceará?” “Who does higher education serve in Brazil?” “Where and for whom am I studying psychology?” must be present so that one can think about what political disputes and interests are at stake, what are the crossings, events, disputes and institutions that design the guidelines that guide training in psychology in Brazil, and mainly, if there is another possible training process.

, I confirm here that this research does not intend to produce a truth, something defined and static about training in psychology, it aims to contribute perspectives and meanings, thus serving as a possible analysis tool for training.

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