



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

# IJDR

*International Journal of Development Research*

Vol. 11, Issue, 12, pp. 52581-52587, December, 2021

<https://doi.org/10.37118/ijdr.23560.12.2021>



RESEARCH ARTICLE

OPEN ACCESS

## ORGANIZATIONAL AND WORK PSYCHOLOGY INTERNSHIPS IN PANDEMIC TIMES: CASE STUDY AT TWO UNIVERSITIES

**\*<sup>1</sup>Ana Lucia Teixeira Hirschle, <sup>2</sup>Luís Antônio Monteiro Campos, <sup>3</sup>Antônio Rubens de Meira Coelho, <sup>4</sup>Cristiane Moreira da Silva, <sup>5</sup>Julia Bomfim Felipe dos Santos, <sup>6</sup>Pedro Paulo Pires dos Santos and <sup>7</sup>Luciana Senra**

<sup>1</sup>Psychology Course Coordinator, Professor, and Supervisor at Estácio de Sá University; <sup>2</sup>Coordinator of the Master's Course in Psychology, Professor, and Supervisor at Catholic University of Petropolis, <sup>3</sup>Professor and Supervisor at Catholic University of Petropolis; <sup>4</sup>Deputy Coordinator of the Master's Course in Psychology, Professor, and Supervisor at Catholic University of Petropolis; <sup>5</sup>Psychologist at Catholic University of Petropolis and TCCAssist Institute; <sup>6</sup>Psychologist, PhD in Psychology, and Professor at UFRJ; <sup>7</sup>Psychologist, Professor of the Master's in Psychology at Catholic University of Petropolis

### ARTICLE INFO

#### Article History:

Received 12<sup>th</sup> September, 2021  
Received in revised form  
19<sup>th</sup> October, 2021  
Accepted 20<sup>th</sup> November, 2021  
Published online 25<sup>th</sup> December, 2021

#### Key Words:

Covid-19; Distance Education; Organizational and Work Psychology; Learning; University.

#### \*Corresponding author:

**Ana Lucia Teixeira Hirschle**

### ABSTRACT

It is of paramount importance that the psychology student has access practically to the universe of work organizations. The advent of COVID-19 was necessary to adapt remote teaching, including the challenge of practical and internship activities in Organizational and Work Psychology — POT in Brazilian universities. The objective here is to present the project model and strategies used by Estácio de Sá University (UNESA/RJ) and Catholic University of Petrópolis (UCP) to offer pot internships during the pandemic and to discuss the cases and results obtained. The advantages are the reduction of costs, greater accessibility for the participants involved both in terms of the release of the company and for the participants themselves who do not need displacement, stopping only during the training period. A disadvantage is the reduction of social interactions and the unsealing of issues that appear in face-to-face relationships. It is concluded that with all efforts and a rapid adaptation of the entire educational community, it was possible to propose and implement real and effective actions of intervention through the use of technology. The adaptation proved to be efficient, fully achieving the objectives suggested in the curriculum guidelines and recommendations of the area.

Copyright © 2021, Ana Lucia Teixeira Hirschle at al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Ana Lucia Teixeira Hirschle, Luís Antônio Monteiro Campos, Antônio Rubens de Meira Coelho, Cristiane Moreira da Silva, Julia Bomfim Felipe dos Santos, Pedro Paulo Pires dos Santos and Luciana Senra . "Organizational and work psychology internships in pandemic times: case study at two universities", *International Journal of Development Research*, 11, (12), 52581-52587.

## INTRODUCTION

With the advent in 2020 of COVID-19 it was necessary to adapt remote teaching including the challenge of practical activities and internship in Organizational and Work Psychology - POT in Brazilian universities. During this period, there was a great discussion about the challenge of performing internships remotely, from the legal aspect to the academic aspect, in order to be able to provide trainees with the development of skills and competencies necessary for professional training in POT. For this field it was not something new, because several activities in the area, such as recruitment, selection, training and others, were already carried out remotely. The Federal Council of Psychology (2020) published the recommendations of the internships entitled: "Practices and remote internships in Psychology in the context of the pandemic of Covid-19 - Recommendations" guiding

these actions. The objective is to present the project model and strategies used by Estácio de Sá University (UNESA/RJ) and Catholic University of Petropolis (UCP) to offer pot internships in times of pandemic and discuss the cases and results obtained. Virtual meetings were held between the supervisors to plan the internships. The report of the experiences refers to the planning and execution of internships that occurred in the period of one year, first and second semester of 2020. Two professors and a teacher, POT supervisors from two universities in the State of Rio de Janeiro involving a total of fifty supervised of both sexes, 42 women and 8 men participated. The internship classes of both institutions have a maximum of ten students. At the macro level, a new contractual relationship was adopted between supervised /supervising/ company with the following successful procedure changes, at the meso level, in the internships during the pandemic period: 1) The Internship Term was signed remotely using the Free Subscription; 2) The technical visits

were carried out virtually; 3) The interviews were conducted virtually; 4) The training was carried out in a 100% remote way; 5) The contacts and disclosure were by email, WhatsApp and other remote media; 6) the evaluations were also carried out by remote means. At the micro level, a good acceptance, participation, and involvement of the trainees was found to implement the proposed project. A multinational company located in Petrópolis, working women in *home office* and their own psychology graduates were impacted by the intervention. The advantages are cost reduction, greater accessibility for the participants involved both regarding the release of the company and for the participants themselves who do not need displacement, stopping only during the training period. As a disadvantage we highlight the reduction of social interactions and unsealing of issues that appear in face-to-face relationships. It can be concluded that with all efforts and a rapid adaptation of the entire educational community it was possible to propose and implement real and effective actions of intervention using technology. The adaptation proved to be efficient, fully achieving the objectives proposed in the curriculum guidelines and recommendations of the area.

#### **Regulatory Bodies' Recommendations for Remote Internships:**

The contact restriction measures implemented to cope with the pandemic required the adaptation of legislation and educational institutions causing Ordinances and Resolutions to be published to minimize the impact of replacing traditional classes with remote classes. Ordinance No. 343 of March 17, 2020 of the Ministry of Education and Culture (MEC) replaced classroom classes with classes in digital media for 30 days extendable allowing institutions to decide on the disciplines that could be replaced. However, it prohibited the replacement for medical courses and for the professional practices of internships and laboratories of the other courses. The ban on medical courses lasted only two days. Ordinance 345 allowed them to work by replacing the theoretical-cognitive disciplines between the first and fourth year of the course. Private institutions, taking advantage of technological resources already adopted previously and offering training to employees were able to promptly transfer the activities to the modality of Emergency Remote Education (ERE) except laboratory practices and internships that were initially not authorized and the indications at that time are that they would not be. The suspension of classes was announced for one month, extended for another month and, finally, until the end of 2020. The change of scenery required another positioning. What seemed like an emergency arrangement was configured as an unforeseeable operation to end, being extended to the year 2021.

The modality of ER is not provided for in the curricular guidelines and differs from Distance Education (Distance Education). In this modality classes take place on days and times previously scheduled, in face-to-face, synchronous classes, mediated by different video conferencing applications, often Google Meet, Zoom and TEAMS, with support from platforms used in EaD, such as Moodle or Classroom. The characterization of the modality as an emergency indicates the intention not to institute a new modality of education, but to supply the period of exceptionality due to the severe health crisis we face (Silva, Pereira, Pecoraro, 2020). This is likely to change due to the breaking of paradigms, the improvement of teaching tools, teacher training and the emerging need to develop professionals qualified for remote performance that has grown exponentially in the pandemic. Only at the end of the semester were the previous ordinances repealed by n°544 on June 16, 2020. Restrictions for the medical course are maintained, but professional practices of internships or requiring laboratories are also authorized in the modality of ERE. Again, educational institutions had to redesign their practices and the Psychology course faced recurrent resistance to technology-mediated psychological practices. Even though these are not new (professional practice has been debated since the 1990s, even before the Internet is popularized), winning gradual authorizations for services. They still caused problematizations between the category and, until now, they had not been officially thought of in the formative dimension. Some universities taught and researched mediated practices as cross-cutting themes. The PCU itself, the object of this text, already included an elective discipline and developed

research with interventions of students of scientific initiation in this field. But we were far from warming the discussion, both of practice and training, until the beginning of the pandemic and still with no prospect of consolidating it although the context requires us to do so. And November 10, 2018 and February 29, 2020 were made throughout Brazil were made 30,677 registrations of psychologists in the platform that accredits to offer online services (cfp requirement for psychologists). In March 2020 alone, 32,310 new registrations were counted and in the first 13 days of April, 7,200 new requests were requested (we are 401,928 psychologists registered in the country). In the state of Rio de Janeiro, the second state with the highest number of psychologists in Brazil (44,552 enrolled), before the pandemic was 1,700 allowed to attend online, in the second half of March jumped to 10,000 (Cadastro e-Psi, 2020). The support of professionals, the growth of organizations that work in the *so-called home office*, the need to overcome geographical barriers and the expansion of online work tools for psychologists reconfigures work relationships and, consequently, will incite changes in the formative dimension.

Online care is a practice discussed by the Federal Council of Psychology since its first Resolution on the subject on December 16, 2000, when it establishes the National Commission for Accreditation and Supervision of Psychology Services through the Internet (CFP, 2000). With the persistence of professionals involved and the opening of the field four other resolutions dealing with the same theme came into force, one replacing the other in a small-time interval. Resolution No. 12/2005 (CFP, 2005) regulates psychotherapeutic care and other computer-mediated psychological services and Resolution No. 11/2012 (CFP, 2012) that regulates psychological services performed by technological means of distance communication, on an experimental basis. Both restricted the services offered to the practices of research, guidance, or service in transit. Only Resolution No. 11/2018 (CFP, 2018) authorizes the care mediated by ICTs, provided that the legal provisions of the Psychologist's Code of Professional Ethics are observed, and that the psychologist undertakes not to attend to cases of groups in situations of violation of rights or violence, nor to act in situations of emergencies and disasters. With the COVID-19 pandemic, Resolution No. 04/2020 (CFP, 2020) that provides for the regulation of psychological services provided through ICTs during the COVID-19 pandemic comes into play expanding the possibility of online care for the groups that the resolution in force prevented. Primarily because these groups are aggravated social vulnerability in the context of a pandemic and that it is configured as a disaster context. The Resolution paves the way for the possibility of performing internships also online. A construction that involved the Psychology Council System (Federal and Regional Council), the Forum of National Entities of Brazilian Psychology (FENPB), the Brazilian Association of Teaching in Psychology (ABEP), higher education institutions (HEIs) and psychology students. Meetings, provocations, and Regional Seminars of Formation in Psychology in times of pandemic that culminated in the booklet "Practices and remote internships in Psychology in the context of the pandemic of Covid-19 - Recommendations". This document aims to guide the procedures already authorized in Ordinance 544/2020 of the MEC.

The guidelines suggest the development of laboratory practice and internship activities in different contexts by scheduling possible interventions in the process of scientific research, educational processes, prevention processes and promotion of health and well-being, clinical processes, psychological evaluation processes, guidance and counseling processes, organizational processes of social collectives, conflict mediation processes, processes of social protection and development, teaching processes of psychology and processes of management and development of people in contexts of work, the latter, context that deals with this experience report. In processes of management and development of people in work contexts the document indicates the analysis, design and evaluation of work processes aimed at identifying health risks, observation mediated by workstation technologies and attention to the reintegration into the labor market of unemployed in the practices of

the labor field. In the field of Psychology of Organizations indicate the realization of surveys, diagnoses at different levels, the analysis of change processes and their impacts, and training programs managers. In the field of People Management identify the possibility of mediated performance in recruitment and selection, training and evaluation, monitoring, performance management. Our report describes practices that were constructed attentive to the documents presented, articulated with the HEIs of operation and with the organizations that required the internship practices previously developed on site. What we developed was possible due to the technological support of the institutions and the involvement of faculty and students in the structuring of these practices. Reflecting and disseminating what has been produced is fundamental to prepare for the to come. Online work tools continue to be developed and designed for teaching in Psychology. At the beginning of the pandemic, the Psychological Test Assessment System (Satepsi), which evaluates and guides psychological tests favorable to professional use, listed only four psychological tests of remote application. When we write the text the Satepsi lists eleven psychological tests in this modality. Unlike computerized applications and corrections, this method allows the application to be fully online, by sending a link to answer the instrument that may or may not have the psychologist's follow-up by videoconferencing on a specific platform.

Vetor, a company specialized in publications, courses and development of psychological measurement instruments has developed a specific platform for the remote teaching of Psychological Assessment (Vol-Educational) with resources for creating classes, applications and online corrections, as well as models of reports, guided videos and synthesis of psychological test manuals. All material is booked informing the exclusive use for didactic purposes. The pandemic context set out the perfect scenario for expansion, strongly desired by private HEIs and with intense resistance from teachers, from technology-mediated education. Schools operate online, a considerable part of organizations as well. Classes are suspended with no return forecast and students yearn for their graduations. Investment in specific technologies for the teaching and professional exercise of psychology are accelerated, offering necessary resources. It is up to those involved to problematize the limitations and implications in psychology training, but also to recognize and explore the potentialities identified in this exercise to which we were driven before we could even reflect on it and which we probably would not have done if it were not this way.

## Case Studies at Universities

### Specific Internship at Estácio de Sá University - UNESA

**Discipline:** Supervised Internship in Prevention and Promotion of Psychological Health at Work III

**Internship objectives:** The general objective of the internship is to plan, develop and apply a project or program of training and development aimed at health promotion in the context of work, having as specific objectives: (a) to act in the promotion of health at work; (b) develop skills for planning and organizing projects and/or training and people development programs; (c) develop skills to diagnose, propose actions, intervene, evaluate and monitor a project focused on the work context; (d) apply methods and techniques for the development of people; (e) develop skills for working in groups; (f) report on the activities of the internship.

**Working method:** The trajectory of the internship was all conducted remotely, via team's platform, in the virtual classroom model. The meetings, the preparation of the project, the interviews, the dissemination and the training, and the delivery of the final report, were made by various remote means. The participants were 09 female trainees' regular students at the University, during the semester of 2020.2. Initially, the teaching plan of the discipline was presented, which involves menu, objectives, programmatic content, teaching procedures and evaluation. Subsequently, topics relevant to the

leveling of knowledge about the POT area and the good progress of the internship were discussed and discussed, such as:

### 1. *Fields of action of the psychologist in the organizational and labor area*

- Circumscribe the field of POT, highlighting the main themes of research and study, and fields of action of the Psychologist in the organizational and work area (Organizational Psychology, People Management, Work Psychology).

### 2. *Worker health*

- Describe the different conceptual and methodological perspectives of workers' health over time.
- Circumscribing the field of workers' health in Brazil and identify the main causes of absence from work.
- Reflect and discuss the management of workers' health in organizations today.

### 3. *Health promotion, quality of life and well-being at work*

- Recognize the evolution of the concept of health and relate the concepts of health, well-being, quality of life and quality of life at work.
- Describe the contributions of Positive Psychology to organizational psychology.
- Discern the main aspects of investigations in the context of positive organizational psychology regarding work well-being and satisfaction.
- Analyse and present measures of well-being at work (BET) or quality of life at work (QVT).

### 4. *Training and development of people*

- Address the three dimensions of human competence, the skills of the 19th century professional. XXI according to UNESCO;
- Describe the process of learning and development of skills, as well as different ways of learning.
- Define the concepts of T&D, describe the stages of the T&D process.
- Explain training methods, tools to develop talent, and current corporate practices for skills development.

### 5. *Project Scope or T&D Program*

- Guide how to prepare project proposal or program (main topics);
- Discuss and define the Theme, Target Audience, General Goal, division of working groups.

During this first stage of the internship, readings of books and reference articles were suggested in the area of POT (Zanelli, Borges-Andrade, & Bastos, 2014); worker's health (Vasques-Menezes, 2012); well-being at work and in organizations (Ferreira, 2012; Siqueira & Martins, 2013); work, emotions and mental health (Palma, Hirschle & Gondim, 2020); stress and well-being at work (Hirschle & Gondim, 2020; Hirschle, Gondim, Alberton, & Ferreira, 2019). From reflections related to these subjects it was possible to deepen relevant themes in worker's well-being and health, directing the choice of the theme of the project.

**Activities Carried out:** After the initial preparation of the internship, the choice of the theme to be developed was made, based on bibliographic surveys of health issues at work, characterized as of high social relevance today and of great interest of the group. The context of pandemic associated with the stressful experiences of trainee students and many of them workers and mothers seem to have mobilized to choose the theme of the projeto, entitled "*Balancing work-home: strategies for women and mothers working in home office in the context of the COVID-19 pandemic*", starting the

practical part of the internship, with the process of building a T&D Program for intervention and execution.

The project was carried out in a shared way with division of tasks into doubles and trio.

Tasks performed:

- a) Definition of Keywords for literature search: mental health, pandemic, psychoeducation, home office, stress management, double workday, worker health.
- b) Bibliographic survey to support the theme (scientific articles, books, organizations' websites, etc.).
- c) Presentation of abstracts and sharing of texts found with the chosen theme.
- d) Exploratory interview: each intern conducted interviews via whatsapp with at least two or more women from the target audience to collect data.
- e) Shared writing on google drive project.
- f) Development of content of 4 modules: "*Mental Health and Pandemic*"; "*Mothers and Home Office*"; "*Time management*"; "*Strategies to ease stress*."

The final project was composed of general objective, justification, programmatic content and specific objectives of each module, target audience, dates, and times, expected results, methodology, responsible team, and references, such as Malloy-Diniz et al. (2020), Souza (2020), among others, related to the chosen theme. In the end, the project was applied via Teams, in interested University students. It is noted that the theme focused on the issue of the pandemic aroused interest due to the context experienced bringing a lot of concern and anxiety to people in general.

## RESULTS ACHIEVED

Although the interactions were remotely believed that the proposed objectives were achieved with the development of competencies for teamwork and the elaboration of collective projects, focusing on the development of people and on improving and promoting the health of working women. It was possible with the program to mobilize and promote the ability of women mothers to expand personal resources to deal with factors arising from day to day, stress, anxiety, time management, resulting from the pandemic period and work in the home office.

**Difficulties faced and overcome:** There was motivation, commitment, and collaboration of the team despite the challenge regarding the relationship mediated by technology, which promotes a physical distance between people, hindering interaction.

### Specific Internship at the Catholic University of Petrópolis - UCP

#### Discipline: Supervised Internship in Psychology and Management Processes II

**Internship objectives:** The general objective of the internship is to plan, develop and apply a project or training and development program in a petrópolis company preferably, having as specific objectives: (a) to actively act in a company; (b) develop skills for planning and organizing projects and/or training and people development programs; (c) develop skills to diagnose, propose actions, intervene, evaluate and monitor a project focused on the work context; (d) apply methods and techniques for the development of people; (e) develop skills for working in groups; (f) develop skills and competencies in technology-mediated training (g) report on internship activities.

**Working method:** In the initial supervisions, the discipline plan and the possibilities of intervention were presented. There was the possibility of two large companies based in Petrópolis. After contacts closed with the Company Alfa Laval. Trainees have been trained for remote use of MEET. All the training of the trainees was carried out

in pairs. The training for the Company was all conducted and taught by the trainees in pairs. For the preparation of the training and better knowledge of the trainees, an interview was conducted with the Company's psychologist, the department chief, in charge of the company's human resources sector. The process of training people in companies consists of a mode of human development, to better prepare people, developing qualities that enable them to perform better, more suitable for the position or function in question. The training process was based on the objectives and needs defined by the institution benefiting from the training services provided with the theme of emotional intelligence and family coexistence. The initial proposal of the training was to train the company's employees, to provide reflection to generate skills in dealing with the situations addressed. Throughout the training, we sought to identify new practices that could benefit employees, improving the quality of life of the trained. The theme addressed was "Knowing your own emotions". The theme was presented in the form of an online seminar in a period of 55 minutes, giving space, at the end of the presentation, for discussion, clarifying doubts and sharing experiences to promote the reflection suggested by the theme under study.

**Activities Carried out:** The training in question was provided by the trainees of the discipline, for the employees of the company Alfa Laval Aalborg. For the preparation of the training and better knowledge of the trainees, an interview was conducted (interview with the department head, in charge of the Human Resources sector of the company Alfa Laval Aalborg). The process of training people in companies consisted of a mode of human development, to better prepare people, developing qualities that enable them to perform better, more suitable for the position or function in question. This process was based on the objectives and needs defined by the institution benefiting from the training services provided with the theme "knowing their own emotions". The initial proposal of the training was to train the employees of Alfa Laval Aalborg to perform their functions in a more dynamic way. Throughout the training, we sought to identify new practices of coping with emotions that could benefit employees in their work and family routine, improving the quality of life of both.

Alfa Laval Aalborg, located at Estrada Divino Espírito Santo, 1100 - Carangola, Petrópolis - RJ, Alfa Laval's operations center is based on three key technologies: heat transfer, separation, and fluid handling. All three have great significance for industrial companies and Alfa Laval maintains a position as a world market leader within its fields of technical experience. Alfa Laval has approximately 18,000 employees around the world. Most of them are in Sweden, Denmark, India, the United States and France. Alfa Laval products are sold in approximately 100 countries, 50 own sales organizations. The company has 42 production units and 70 service centers. In Brazil, it is the most reputable company in the field of boiler production, leading about 70% of the national market. The practice of this internship was a training carried out with the employees of the company Alfa Laval, from various sectors, through Google Meet. The selected themes addressed issues of emotional intelligence and family coexistence. To perform the internship, two activities were carried out: a training needs survey interview performed by the supervising teacher with the company's psychologist and explanation of the training process in the online modality so that we could develop the organization with the information collected. The online training program consisted of eight hours of duration, being divided into several meetings, in different rooms and groups.

This training was intended to improve behaviors to promote an improvement of the social skills of the participating individuals. This training aimed to provide employees with moments to reflect, to provide teachings to deal more positively in coping with the topics addressed, such as: implications in the family, in the social environment, in the labor market, impacts on their mental health and that of the family. Having as its theme, Recognizing Emotions in Others and Dealing with Interpersonal Relationships, was used in books, *Emotional Intelligence the Revolutionary Theory that Redefines what is the Intelligent Being* of author Daniel Goleman, and

**Example of a Group:****Group I Emotional Intelligence (In himself, in the family, at work and in society)**

Interns	Theme	Data	Timetable	Email
1 –	Introduction/Presentation of Training and Knowing Your Own Emotions	19/10 Monday	19:00 – 19:45	
2 -	Dealing with emotions	21/10 Wednesday	19:00 – 19:45	
3 –	Motivation yourself	10/26 Monday	19:00 – 19:45	
4 –	Recognizing emotions in others and dealing with interpersonal relationships	28/10 Wednesday	19:00 – 19:45	

the work *The language of Emotions*, author Paul Ekman, both are renowned psychologists who contributed to psychology. Goleman in his work deals with numerous issues related to emotional intelligence, in professional scenarios and intimate relationships of the individual, among these some were addressed in the training, as about the importance of this intelligence and its impact on their relationships. Through real accounts, it narrates events that denote how catastrophic or assertive an emotion can be to the individual intent. Also bringing information about the physiological sensations of emotions, making an interface with neurology, which broadens the description of the functioning of these dynamics of the phenomenon of emotions. Daniel Goleman (2005) informs that those who are overwhelmed by impulses, those who do not have self-control, suffer from a moral disability, see in the ability to control impulses as the basis of the power of will and character, in the same way, that the root of altruism is empathy, the possibility of identifying emotions in others, without the notion of what the other needs, involvement is impossible. If there are two moral positions that we currently lack, these would be self-control and piety.

In short, an excellent work that has as primacy to clarify about the importance of emotional intelligence, and for this trigger self-control for better intrapersonal and interpersonal relationships, which is a large part of the objective of training. Paul Ekman in his work explores the richness of nonverbal language, through facial expressions, addressing emotions and their respective facial expressions, in a fascinating study on the symbiosis of this relationship, and its importance for the assertiveness of relationships. Ekman (2011) ensures that our emotions determine our quality of life. They happen in all relationships: at work, in our friendships, in family interactions, and in intimate relationships. They can help us on a day-to-day and day-to-day life, but they can also do damage. They can make us act in a way that we find realistic and appropriate, but they can also lead us to act in an extreme way, causing regret later. Thinking about it, in the project we seek to bring a little more information about basic forms that the human being expresses portion of these emotions, once recognized we can achieve more assertive positions. Based on the theoretical basis of the psychologists, Paul Ekman and Daniel Golman and their works, already mentioned, the project was developed, thinking about the best that could be offered in an appropriate way to the participants, being playful and assertive in the exhibition. Aiming also at the usefulness of the theme on the world stage with quarantine, imposed by COVID-19, which brought numerous challenges to society in the face of the unusual social situation.

**Theoretical study on training:** Training is an important process within the Organization as it aims to enrich and improve all employees, with a focus on the search to improve their skills. Training is a widely used tool for acquiring knowledge and attitudes within a work institution, where each will work the complaint called into question by its employees and superiors, but all always with the same objective of renewing and modifying the individual and collective behavior for the organization's growth. For Goldstein (1991) training is the systematic acquisition of attitudes, concepts, knowledge, rules or skills that results in improved performance at work. Other authors such as Wexley and Hinrichs believe that training is a learning process for employees, which will help achieve the efficiency that is required in their work by developing appropriate habits of thoughts, actions, attitudes, behaviors, knowledge, and techniques.

The issue of psychological security was also worked, because in the understanding of Monteiro Campos (2020) 'safety' as an ideal is capable of being applied to the most varied branches of human activity. Thus, the online training carried out in the internship with the company Alfa Laval, whose theme was "Family, values and coexistence in the pandemic", aimed at promoting the improvement of social behavior during family life in the pandemic. This training was conducted through Google Meet and contributed to the understanding of one's own emotions in family life.

**Survey of Training Needs:** The needs assessment is the first step, and it is essential to be able to conduct a training, because it is through it that the Human Resources Manager will elaborate the training plan. The needs found in the sector correspond to the lack of professional preparation of employees, and the difference between what a person should know and do and what they really know and do is presented as a demand. For the survey of needs, meetings were held in the distance modality. The professor held two meetings in order to highlight and absorb the company's demand.

**Planning and Execution:** The planning and execution of the training for the company Alfa Laval was carried out by the psychology trainees, together with the supervising professor. The training interventions were thought based on the suggestions presented by the employees and psychologists of the company. To perform the training, we sought to observe a criterion to better motivate the participation of the employee at home in the company of family members, since our theme is "Family, values and coexistence in the pandemic". We then sought to assist the collaborators in this issue related to values and coexistence in this difficult time that we are going through in the face of the COVID-19 pandemic. The type of material used in the work was an online presentation with material elaborated in Power point, the most effective method for the presentation at a distance, the development of the theme was divided into parts, each member of the duo made their presentation so that the aspects were integrated and the elaboration of the questions for clarification after the presentation emerged spontaneously by the participants.

**Evaluation:** Evaluations were performed after the presentation of the content that consisted of targeted questions. The activities consisted of questions formulated by the trainees to be answered by the participants. In this evaluation it was possible to verify in the participants: the fixation of the content, the possibility of practice and understanding of the objective of the training. We obtained several positive feedbacks as I had already commented, saying that we contributed a lot to the day to day according to the reasoning explained and that they were gratified by the professionalism placed there by us interns.

## METHODOLOGY

In the present training, 2 online meetings were held with the company's psychologists, to collect data necessary for the preparation of the planning and organization of the training. To perform the training, several strategies were used to involve the participants and make the learning more dynamic and pleasurable for the beneficiaries of the same. It was used during the interventions: oral exposure, audiovisual materials, related to each theme proposed to promote the active participation of training participants. We started with a brief

presentation and soon after the theme of emotions was approached dynamically and in practice. We provoke debates raising questions about the theme and promote coping strategies in the face of the diversity of emotions that surround us.

#### Schedule

	August	September	October	November	December
Intervention Program Planning (training)	x	x			
Needs Survey	x				
Preparation of the Intervention		x			
Application of the Intervention			x		
Analysis of the intervention				x	
Analysis of results				x	
Preparation and delivery of the report					x

**Analysis and Interpretation of Results:** The Training took place with the participating employees of Alfa Laval. It was started with a welcome opening by the leaders of the training. The training was composed of five meetings mediated by technology for the realization. For the meetings, materials related to the themes initially raised and elaborated in an exhibition way were used through Power Point and discussions raised over time in the room, through chat and audio. In the first part of the intervention, a brief exposure was used, later a strategy of debates and provocations was used. Finally, video was used on the subject. To give engagement to the discussion, which was very rich and brought experiences of many participants, being able to give material to discuss and thus other individuals use that material as a basis for learning. Each meeting lasted 55 minutes.

**Results Achieved:** The demand of Alfa Laval Company was met where the trainees were able to carry out everything that was planned. They did all the stages of a training, including frustration in some meetings because there was a lower audience than expected. All interns completed the internship. 20 collaborators and family members of the company benefited. The Company was interested in new training.

**Difficulties faced and overcome:** A first difficulty was the contact with Alfa Laval Company so that we could perform technology-mediated training since the previous trainings were in person. It was surpassed through contacts of supervisors with the Company. Another difficulty was the preparation of the new format trainees, but it was well overcome. The only negative factor is that we had a larger number of people in training, which did not happen. The whole process went according to the planning. The participation and interaction of trainees and employees in the interventions provided experiences and learning for them and for the trainees. The evaluations of the employees participating in the training were very positive, evidencing expectations regarding future training.

#### Final Considerations

It is of paramount importance that the psychology student has access in a practical way to the universe of work organizations, about the attributions of the professional's work in their various areas so that, when graduating, they leave with a range of information and can start with a minimum of instruction and knowledge in this possible area of activity. With the competitiveness of the market, it is important to be attentive to the needs and demands of organizations, because it is a fact that a well-organized, planned and viewed work with serenity improves the effectiveness in the results. Within this context, it is observed that the effective qualification of the psychology professional generates in the medium and long term a return to companies in general, influencing positively and promoting well-being in the contexts in which it operates. It is essential to train an increasingly qualified professional, so that it adequately meets the demands of his position, because, on the subject addressed, much was said to be said, besides demonstrating how much can be evolved with few classes and moments of reflection. This reality highlights the importance in the practical knowledge of psychology undergraduate students and related areas. This part of the graduation allows the psychology student a more comprehensive knowledge of the areas of

action of the organizational psychologist, giving him the opportunity to delve into a sector that has great opportunities for work and professional achievement.

The training offered as a curricular itparato of the psychology degree by the Catholic University of Petrópolis and the Estácio de Sá University was very important for psychology students because it allowed to align practice to the theory by overcoming and making possible the practice within all technical and ethical principles.

## REFERENCES

- \_\_\_\_\_. Practices and internships in Psychology in the context of the Covid-19 pandemic – Recommendations. Available in: [https://site.cfp.org.br/wp-content/uploads/2020/08/Caderno-de-orientac%CC%A7o%CC%83es-formac%CC%A7a%CC%83o-e-esta%CC%81gios\\_FINAL2\\_com\\_ISBN\\_FC.pdf](https://site.cfp.org.br/wp-content/uploads/2020/08/Caderno-de-orientac%CC%A7o%CC%83es-formac%CC%A7a%CC%83o-e-esta%CC%81gios_FINAL2_com_ISBN_FC.pdf). Access on Jun 14. 2021.
- \_\_\_\_\_. E-Psi registration. Dspoable in: <https://e-psi.cfp.org.br/>. Access: 14 Jun. 2021.
- \_\_\_\_\_. Ministry of Education. *Ordinance No. 345, March 19, 2020*. Amends MEC Ordinance No. 343 of March 17, 2020. Available in: <shorturl.at/kpwJ0> Accessed: 15 Feb. 2021.
- \_\_\_\_\_. Ministry of Education. *Ordinance No. 473, May 12, 2020*. Extends the period provided for in § 1 of Article 1 of Ordinance No. 343, of March 17, 2020. Available in: <shorturl.at/opwFM> Access on: 08 Mar. 2021.
- \_\_\_\_\_. Ministry of Education. *Ordinance No. 544, June 16, 2020*. It provides for the replacement of classroom classes by classes in digital media, for the duration of the pandemic situation of the new coronavirus - Covid-19, and repeals the MEC Ordinances No. 343, of March 17, 2020, no. 345, of March 19, 2020, and no. 473, of May 12, 2020. Available from: <shorturl.at/biml2> Accessed: 10 Jan. 2021
- \_\_\_\_\_. *Resolution 011, 11 May 2018*. It regulates the provision of psychological services carried out by means of information and communication technologies and repeals CFP Resolution No. 11/2012. Available in: <<https://site.cfp.org.br/wp-content/uploads/2018/05/RESOLU%C3%87%C3%83O-N%C2%BA-11-DE-11-DE-MAIO-DE-2018.pdf>> Access on: 11 mar. 2021.
- \_\_\_\_\_. *Resolution 011, 21 June 2012*. It regulates psychological services performed by technological means of distance communication, psychotherapeutic care on an experimental basis and repeals CFP Resolution No. 12/2005. Available in: <shorturl.at/aquvS> Access on: 11 Mar. 2021.
- \_\_\_\_\_. *Resolution 012, 18 August 2005*. Regulates psychotherapeutic care and other computer-mediated psychological services and repeals CFP Resolution No. 003/2000. Available in: <[https://cadastro.cfp.org.br/docs/resolucao2005\\_12.pdf](https://cadastro.cfp.org.br/docs/resolucao2005_12.pdf)> Access on: 27 Mar. 2021
- \_\_\_\_\_. *Resolution No 4, 26 March 2020*. It provides for the regulation of psychological services provided through Information and Communication Technology during the COVID-19 pandemic. Available in: <shorturl.at/aoxUX> Access: 27 Mar. 2021.
- BRAZIL. Ministry of Education. *Ordinance No. 343, March 17, 2020*. It provides for the replacement of classroom classes by classes in digital media for the duration of the pandemic

- situation of the New Coronavirus - COVID-19. Available from: <shorturl.at/cftKV> Access: 20 Mar. 2021.
- Ekman, Paul. The language of emotions. Sao Paulo; Paper Moon, 2011.
- FEDERAL COUNCIL OF PSYCHOLOGY. *Brazilian psychology presented in numbers*. Available in: <http://www2.cfp.org.br/infografico/quantos-somos/> Access on: 27 Mar. 2021.
- Ferreira, M.C. (2012) Individual background of well-being at work from the perspective of positive psychology. In M.C. Ferreira & H. Mendonça (Orgs). *Health and well-being at work: Individual and cultural dimensions*. São Paulo: Psychologist's House.
- Goleman. Emotional Intelligence the Revolutionary Theory that Redefines what is the Intelligent Being. Rio de Janeiro: LDTA Objective, 2005.
- Hirschle, A. L. T., & Gondim, S.M. G. (2020). Stress and well-being at work: a literature review. *Science & Public Health*, 25, 2721-2736.
- Hirschle, A. L. T., Gondim, S.M. G., Alberton, G. D., & Ferreira, A. S.M. (2019). Stress and well-being at work: the moderating role of emotional regulation *Journal: Psychology Organizations and Work* 19 (1), 532-40.
- Malloy-Diniz, L. F., Costa, D., Loureiro, F., Moreira, L., Silveira, B. K. S., Sadi, H. D.M., Apolinário-Souza, T... & Silva, A. G. (2020). Mental Health in the COVID-19 pandemic: Multidisciplinary practical considerations on cognition, emotion and behavior. *Debates in psychiatry*. Available from: [https://www.researchgate.net/publication/341255949\\_Saude\\_mental\\_na\\_pandemia\\_de\\_COVID\\_-19\\_consideracoes\\_praticas\\_multidisciplinares\\_sobre\\_cognicao\\_emocao\\_e\\_comportamento](https://www.researchgate.net/publication/341255949_Saude_mental_na_pandemia_de_COVID_-19_consideracoes_praticas_multidisciplinares_sobre_cognicao_emocao_e_comportamento)
- Monteiro Campos, L. A., Xavier de Moraes, F., & Manoel Luiz de Santana, C. . . (2021). The Concept of Security in Psychology. *RECIMA21 - Multidisciplinary Scientific Journal - ISSN 2675-6218*, 2(2), 255-269.
- Palma, E.M. S, Hirschle, A. L. T., & Gondim, S.M. G, (2020). Work, emotions and mental health. In Schmidt, M. L. G. (Org.). *Thematic dictionary of health/mental illness at work: main concepts and terminologies*. São Paulo: FiloCzar.
- Silva, C.M.; Pereira, D. F.; Pecoraro, S. (2020) *COVID-19 and its tours with the traditional teaching model: old questions, other reflections*. In: Celso Gabatz; Danielle Ferreira Medeiro da Silva de Araújo; Giovanni Codeça da Silva; Walkyria Chagas da Silva Santos. (Org.). *Contemporary Perspectives of Education*. 1ed. (pp. 130-145) Rio de Janeiro: Pembroke Collins.
- Siqueira, M.M.M., & Martins, M.C F. (2013). Health promotion and well-being in organizations. In L. O. Borges & L. Mourão (Orgs.), *Work and organizations: Performances from Psychology*. (pp. 619 - 641). Porto Alegre: Artmed.
- Souza, D. D. O. (2020). The dimensions of the precarious work in the face of the Covid-19 pandemic. *Work, Education and Health*, 19. <https://doi.org/10.1590/1981-7746-sol00311>
- Vasques-Menezes, I. (2012). Worker health: a brief systematization. In: M.C. Ferreira & H. Mendonça (Orgs.), *Health and well-being at work: individual and cultural dimensions*. São Paulo, SP: Psychologist's House.
- Zanelli, J.C., Borges-Andrade, J. E., & Bastos, A. V.B. (2014). *Psychology, Organizations and Work in Brazil*. 2.ed. Porto Alegre: Artmed.

\*\*\*\*\*