COMPETENCIES OF PSYCHOLOGY PROFESSIONALS TO ACT IN THE TEACHING SCOPE

COMPETÊNCIAS DO PROFISSIONAL DE PSICOLOGIA PARA ATUAÇÃO NO ÂMBITO DOCENTE

COMPETENCIAS DE LOS PROFESIONALES DE LA PSICOLOGÍA PARA ACTUAR EN EL ÁMBITO DOCENTE

Eveline Ernica BORGES
e-mail: eve_borges@outlook.com

Felipe Maciel dos Santos SOUZA
e-mail: felipesouza@ufgd.edu.br

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ABSTRACT: Understanding teaching skills is a key factor in effective professional performance. Therefore, the immersion of a clinical psychologist as a teacher exposes the need to amplify other skills, which will enable the professional to develop in the teaching environment. The objective of this study is to investigate what skills are necessary to work in the teaching field, expose the main skills of psychology professionals, and aim to understand the importance of continued training. Therefore, through the integrative review, it was observed that the development of skills in the educational field, becoming a constant learning process for the acquisition and development of skills, through professional experience and continued training.

KEYWORDS: Higher education. Psychology. Skills.

RESUMO: *Compreender as competências no âmbito docente é um fator primordial para uma atuação profissional eficaz. Com isso, a imersão de um psicólogo clínico como docente expõe a necessidade de amplificar outras habilidades, no qual, fará com que o profissional consiga se desenvolver em meio ao ambiente docente. Objetivo desse estudo é investigar qual são as competências que se fazem necessárias para atuação na área de docência, expondo as competências principais do profissional de psicologia, visando compreender a importância da formação continuada. Diante disso, por meio da revisão integrativa, foi observado que o desenvolvimento de competências no âmbito educacional, tornou-se um constante aprendizado para a aquisição e o desenvolvimento de habilidades, através de experiência profissional e da formação continuada.*

PALAVRAS-CHAVE: *Educação superior. Psicologia. Competências.*

RESUMEN: *Comprender las habilidades docentes es un factor clave para un desempeño profesional eficaz. Por lo tanto, la inmersión de un psicólogo clínico como docente expone la necesidad de amplificar otras habilidades, que permitirán al profesional desenvolverse en el ambiente docente. El objetivo de este estudio es investigar qué habilidades son necesarias para actuar en el campo docente, exponiendo las principales habilidades de los profesionales de la psicología, con el objetivo de comprender la importancia de la formación continua. Por lo tanto, a través de la revisión integradora, se observó que el desarrollo de habilidades en el ámbito educativo, convirtiéndose en un proceso de aprendizaje constante para la adquisición y desarrollo de habilidades, a través de la experiencia profesional y la formación continua.*

PALABRAS CLAVE: *Educación superior. Psicología. Competencias.*

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Introduction

The formation of the professional and their journey within the academic environment leads to the development of individuals who become educators in the university setting. Noronha (2003) outlines that the formation of psychology professionals in Brazil involves several vital aspects, such as: a) meeting the needs of professional preparation for practice; b) providing a broad and diversified set of knowledge, skills, attitudes, and procedures in the classroom, characterizing Psychology as both a science and a profession; c) contributing to scientific progress; and d) stimulating the development of knowledge.

In light of this, it is understood that the essential factors for formation go beyond teaching characteristics, as they encompass everything from the academic development environment to the maturity of the competencies that should be developed by the psychology professional. Often, psychologists transition from a clinical environment to the teaching context as educators. Corrêa and Ribeiro (2013) emphasize aspects that are relevant to the activity of teaching in higher education, highlighting the importance of specific preparation to perform teaching duties. Therefore, before anything else, the professor must possess certain knowledge and practices for teaching, which include:

- Defining the explicit or implicit objectives, ethically, ideologically, philosophically, and politically, that underlie teaching practice;
- Transforming scientific knowledge into formative sets, which include reflections and have educational objectives among students;
- Utilizing a practical methodology for research and teaching development;
- Understanding that they are part of a group within an organizational structure, in which knowledge, values, opinions, beliefs, and educational practices are shared;
- Establishing social interaction with students.

In this way, the professional's involvement in stricto sensu postgraduate programs is configured as an essential phase for the pedagogical training of the university professor, mainly because this process enables the qualification of teaching practice (Corrêa, Ribeiro, 2013; Soares, Cunha, 2010). Therefore, it is important to understand the entire professional process until the development of competencies for teaching. In this work, we will discuss the development of competencies and their applicability in the academic context through an analysis of articles related to the proposed theme.

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Theoretical Framework

The training of psychology educators involves the construction and development of competencies that professionals did not previously emphasize. Upon careful consideration and analysis of the psychologist's trajectory, it becomes evident that throughout their career, they acquire various specific competencies for each field of practice, most of which do not apply to teaching. Consequently, there is a need to adapt professional training, wherein continuous education is necessary for the enhanced development of competencies.

In light of this, several studies are being conducted. Some aim to assess the existing curricula of psychology professionals, while others emphasize the importance of updating knowledge. Additionally, research efforts indicate the need to deepen the understanding of interpersonal relationships among students during their education (Noronha, 2003, p. 170).

Reppold and Noronha (2018) highlight that the Brazilian Federal Council of Psychology (CFP), from its inception to the present day, underscores the importance of professional training, the appreciation of evidence-based practices, and attention to social demands. This illustrates the necessity for professionals to update themselves in accordance with their careers and areas of expertise.

Amidst the continuing education provided through postgraduate programs and courses related to the field, we encounter the stance of the Brazilian Federal Council of Psychology (CFP) regarding ongoing education. The development of professional competencies in teaching aligns with performance criteria and within the field of teacher education. Understanding the process of teaching and learning is a fundamental factor in professional development. Lima (2018, p. 3, our translation) states that the "main knowledge involving the training of a teacher, which goes far beyond programmatic content, requires organization, critical awareness, and a posture of constant learning for the acquisition and development of competencies."

According to Puentes, Aquino, and Neto (2009, p. 178), the term "competence" in the context of teaching refers to the ability to apply knowledge consciously, taking into account the consequences of that knowledge. Every competence involves knowledge, skills, values, and responsibility for the results of actions taken. Therefore, it is crucial for professionals to stay updated in their education to understand the development of competencies relevant to their area of expertise. In this sense, postgraduate courses are responsible for developing professionals in a way that promotes the development of these competencies.

Perrenoud (2000) emphasizes the importance of developing competencies in the educational context, especially those that guide both initial and ongoing training of education

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professionals. These emerging competencies contribute significantly to combating school failure and promoting citizenship while encouraging research and emphasizing reflective practice. In light of this, the author highlights a competency framework for the exercise of teaching functions, enumerated as follows.

1. Organize and lead learning situations;
2. Manage the progression of learning;
3. Design and evolve differentiation devices;
4. Engage students in their learning and work;
5. Work in teams;
6. Participate in school administration;
7. Inform and involve parents;
8. Utilize new technologies;
9. Address the duties and ethical dilemmas of the profession;
10. Manage one's continuous training.

Thus, considering the components that contribute to the development of professional competencies goes beyond factors of ongoing education, as teaching extends far beyond the curricular scope.

Lima, Nunes, and Bes (2018) emphasize that teaching and learning processes in the teaching context already face a series of difficulties and challenges for the professionals involved. This situation becomes even more complex with the imposition of additional duties. In large part, discourses on teaching practice often focus more on professional learning than teaching practice itself. Therefore, it is of paramount importance for teaching professionals to seek new perspectives regarding their education in order to develop the necessary competencies to work in the teaching field.

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Method

An integrative literature review of scientific articles was conducted using the Scientific Electronic Library Online (SciELO). database. The following descriptors were utilized for the search: "*Educação superior*", "*Psicologia*", "*Competências*", along with their English translations "Higher education", "Psychology" and "Skills". The Boolean operator "and" was employed to combine the descriptors effectively and retrieve related articles. The selected articles were subjected to inclusion and exclusion criteria, including the publication period (2013 a 2023).

Original articles of literature review, systematic review, and ethnographic studies were included, broadening the scope to topics related to the proposed theme. Articles were excluded if they were irrelevant to the research topic, unavailable in full text, duplicated in the database, or did not meet the inclusion criteria, which involved initial abstract screening followed by a full-text review of selected articles.

To detail and systematize the obtained results, a table was created containing information about the authors, publication years, study objectives, and publication venues. In total, the analysis encompassed 11 studies identified through the database search.

Analysis of Results

Fourteen studies were identified through the search in the selected database. Three of the identified studies were excluded during the analysis as they did not align with the research theme. The PRISMA flowchart illustrates the entire process of article search, along with the inclusion and exclusion of studies, resulting in 11 articles included for review.

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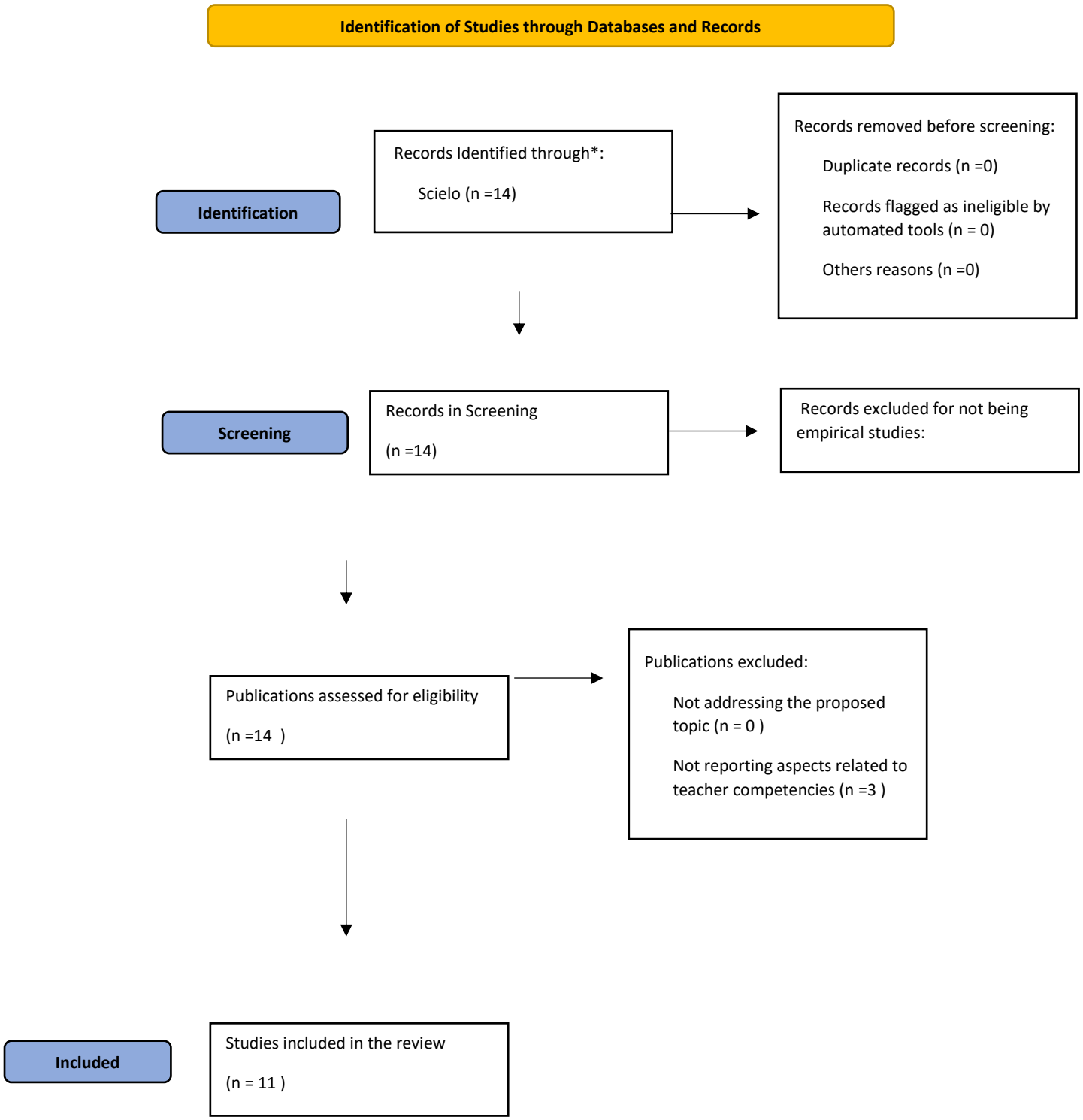
Figure 1 - Identification of studies through databases and records



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From the selected articles for the study, the authors' information, publication years, study objectives, and publication locations were highlighted in a table (Table 1).

Table 01 - Publication aspects of the studies included in the review

Authors	Study Objective	Place of realization
Bastos, Boscarioli (2021)	The study aims to present the results of a Systematic Literature Review, seeking views, characterizations, and constructions of this concept, deepening its discussion democratically and offering a reconstruction of this same concept directed and specific to the teaching profession.	Paraná, Brazil
Cassundé, Mendonça and Barbosa (2017)	The study aims to propose an analytical model that allows evaluation of the influence of institutional conditions on the development of electronic competencies of higher education teachers for Distance Education (EAD).	São Paulo, Brazil.
Marinho-Araujo and Almeida (2016)	The objective is to expose and substantiate a critical action by psychologists and educators to mediate the development of competencies of actors in higher education.	Brasília, Brazil.
Pereira, Loiola and Gondim (2016)	The study's objective is to present results of the relationships between learning, support, and teaching performance, measuring learning regarding the performance of teachers in five competency domains (teaching, research, extension, management, and general competencies)	Bahia, Brazil.
Dourado *et al*., (2018)	The study aims to analyze the relationships between the perception of learning competencies and the performance of higher education teachers.	Bahia, Brazil.
Beato and Ferreira Neto (2016)	The objective of this study was to investigate how professional competencies are addressed in the field of public policy action during undergraduate studies in Psychology.	Belo Horizonte, Brazil

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Marinho-Araujo (2016)	The study aims to expose and advocate that higher education presents itself as a fertile field for the action of School Psychology. This article presents a model of action based on five main axes: 1) Institutional Mapping; 2) Psychological Listening; 3) Management of Policies, Programs, and Educational Processes; 4) Pedagogical Proposals and Course Operation; 5) Student Profile.	Campinas, Brazil.
Mourthé Junior, Lima e Padilha (2018)	The aim of the article is to discuss a rationalist/objectivist tradition of teaching and learning.	São Paulo, Brazil.
Noronha *et al*. (2013)	The objective is to verify the contents taught and the teaching methodologies used by undergraduate psychology professors, specifically in disciplines related to psychological assessment.	Itatiba, Brazil.
Barbosa, Paiva and Mendonça (2018)	The objective is to discuss the conceptual approximations between the constructs "social role," "professional competencies," and "managerial competencies" of higher education professors.	Bahia, Brazil.
Souza *et al*. (2020)	The aim of the study is to research the essential competencies of a psychologist educator.	São Paulo, Brazil.

Source: The authors.

The studies included in this review are national, with 3 from São Paulo, 1 from Paraná, 3 from Bahia, 1 from Brasília, 1 from Belo Horizonte, 1 from Campinas, and 1 from Itatiba. The 11 selected studies were published in the years 2013, 2016, 2017, 2018, 2020, and 2021. Upon analyzing the objectives of the research included in this review, it is observed that the studies focus on understanding the competencies of the teaching professional, with an emphasis on aspects of teaching, learning, and professional development.

The approach to the professional competencies of the teacher encompasses various other aspects related to the profession. Beato and Ferreira Neto (2016) affirm that in Brazil, the issue of the profile of the psychologist who pursues a teaching career arises in undergraduate courses, where there is a demand for the training of generalist professionals, which hinders the development of skills aimed at teaching. Another challenge present in training development is related to the field of practice and the continued education of the professional. In most cases,

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psychologists begin their careers in clinical practice and later seek continued education and the development of competencies necessary to enter the education sector in the workplace.

Authors Marinho-Araújo and Almeida (2016) and Bastos and Boscarioli (2021) state that the development of a competent professional profile committed to the demands exposed throughout the process involves the construction of a professional history articulated with personal characteristics and the specificities of professional practice created amidst continued education. Thus, it requires the development of competencies that allow for the consideration and articulation of theories, methods, and experiences in the mapping and resolution of problems in social and work life so that the demands exposed to the professional can be met.

Bastos and Boscarioli (2021) also argue that, at times, individual characteristics of professionals play a significant role in the workplace. This includes continued education, the development of knowledge, skills, and attitudes, as well as aspects related to personality and motivation. These elements are associated with the individual's superior performance, which can be interpreted as excellence.

The individual performance of competencies in teaching practice involves a complex context, requiring dealing with a cultural, changing, and historical reality, demanding choices and decisions. Marinho-Araújo and Almeida (2016), Pereira, Loiola, and Gondim (2016), and Barbosa, Paiva, and Mendonça (2018) emphasize the perspective that competency development is a primordial factor. They argue that focusing solely on skills or cognitive structures that the subject mobilizes in the face of their goals and potentialities can reduce the focus on teaching and learning, diminishing the competencies necessary for a specific professional context or a particular professional category. Thus, understanding competency development and its applicability is fundamental for the professional in the workplace.

Educational aspects are widely complex and vary from professional to professional. In this sense, the use of the curriculum regarding developed competencies enhances the construction of professional identity (Mourthé Junior, Lima, Padilha, 2018). Noronha *et al*. (2013), also discuss aspects related to competencies in a study conducted with teachers. In a broader context, criticisms of psychologist training in the teaching environment are based on a distant formation due to the generalization of teaching, which makes its foundation more generalist.

Noronha *et al*. (2013), Soligo *et al*. (2020) and Barbosa, Paiva, and Mendonça (2018) address the perspective from the basic training of professionals to the development of their individual curricula, focusing on the competencies developed throughout the teaching journey,

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considering the organizational context. These authors further argue that teaching competencies involve mastering the scene in the classroom, whether it be face-to-face or virtual (EAD), as well as the ability to translate and simplify content into students' language and everyday life.

Authors such as Mourthé Junior, Lima e Padilha (2018), Noronha, *et al*., (2013), Barbosa, Paiva, and Mendonça (2018), and Gouveia (2018) discuss aspects related to the cognitive, functional, and emotional components of the professional. By expanding the curriculum through postgraduate courses, competency development undergoes a process of modulation, allowing the issues addressed to be aligned with the personal factors of the professionals. In this sense, the discussion on the construction and broadening of competencies in the teaching context contributes to professionals acting in a complementary manner to their initial training, without nullifying their characteristics.

The development of these competencies updates professionals regarding the work environment and their own evolution, considering that the training and development of competencies of university professors are necessary reflections for professional development and personal competency management (Cassundé, Mendonça, Barbosa, 2017).

In this regard, Dourado *et al*. (2018) further argue that teachers' competencies are also related to learning through experience, as it arises from both the formal process, which occurs through attending specific courses and training, and the informal strategies adopted by the professional themselves, accelerating the mastery of knowledge, skills, and attitudes, and the construction of a secure repertoire for the teacher.

Souza *et al*. (2020), Dourado *et al*., (2018), Soligo *et al*., (2020) and Rigobello *et al*. (2018) address ethics in professional development along with factors related to communication and good relationships in the workplace, considered essential competencies for the teacher, whose purpose is to train new professionals. Souza *et al*. (2020) highlight in their study that teachers possess specific competencies, such as technical-scientific performance, institutional communication, management of academic processes, and class management, among other aspects that develop in the process of extended training.

In summary, understanding the aspects that contribute to professional development is necessary in the teaching field, assisting in the teaching and learning process in the classroom. Marinho-Araújo and Almeida (2016, p. 8, our translation) emphasize that "characterizing competence in this expanded perspective means incorporating individual and collective historicity into the consolidation of a competent and critically aware personal and professional development process." In light of this, competencies are shown to originate from continued

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education, expanding the professional's knowledge and learning techniques in the field of teaching.

Final considerations

The competencies developed by professionals working in the teaching field enhance socio-affective mediations within the workplace, where the influence of context and relationships must be considered both in the interpretative moment of the evaluative process and beforehand, in the elaboration of instruments that will indicate indicators related to future competency developments. In light of this, professional development becomes a continuous process throughout the individual's trajectory. It is worth noting that working on aspects related to competency and professional development is an essential tool, especially considering that initial training tends to be generalist, which can generate limitations when applied in the teaching environment.

Understanding the expansion of knowledge from initial training to the construction of teaching competencies has distinct identities, not only due to the techniques used in each context but also to other factors associated with the position developed. Considering that the teacher is a mediator of knowledge, investing in their continued education and developing new skills and competencies in their work practice becomes necessary.

According to the integrative review, the importance of more studies related to the topic was found, due to the limitations present in this study, such as the reduced quantity of studies published in the area. It is worth noting that many of the materials related to the topic do not specifically address it, exposing a scarcity of discussions that connect clinical psychologists to the development of competencies in the teaching environment.

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About the Authors

Eveline Ernica BORGES

Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Master's Degree from the Graduate Program in Psychology.

Felipe Maciel dos Santos SOUZA

Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Permanent Professor in the Graduate Program in Psychology (UFGD).

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