



ARTICLES

Guidelines for the teaching of Positive Psychology: a proposal for well-being in higher education

Diretrizes para o ensino da Psicologia Positiva: uma proposta para o bem-estar no ensino superior

Directrices para la enseñanza de Psicología Positiva: propuesta para el bienestar en la educación superior

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Abstract: This article explores the need for guidelines for the teaching of Positive Psychology in Brazil, considering the importance of training qualified professionals to promote mental health and well-being. The method involved a collaboration with experts from the Associação Nacional de Pesquisa e Pós-Graduação em Psicologia (ANPEPP) Working Group and revision of the new National Curriculum Guidelines to integrate theories and evidence into consistent guidelines for the teaching of Positive Psychology. As a result, three axes were identified: curricu-

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lar guidelines, teaching and student competencies, challenges and opportunities. The analysis showed that training in Positive Psychology requires both theoretical understanding and practical skills for ethical and contextualized application. It is concluded that the teaching of this area promotes not only technical skills, but also personal development, and a structured educational planning is essential to integrate well-being practices in varied contexts.

Keywords: positive psychology; training; curriculum guidelines; well-being.

Resumo: Este artigo explora a necessidade de diretrizes para o ensino da Psicologia Positiva no Brasil, considerando a importância da formação de profissionais capacitados para promover a saúde mental e o bem-estar. O método envolveu a colaboração com especialistas do Grupo de Trabalho da Associação Nacional de Pesquisa e Pós-Graduação em Psicologia (ANPEPP) e a revisão das novas Diretrizes Curriculares Nacionais para integrar teorias e evidências em diretrizes consistentes para o ensino da Psicologia Positiva. Como resultado, foram identificados três eixos: diretrizes curriculares, competências de ensino e dos estudantes, desafios e oportunidades. A análise mostrou que a formação em Psicologia Positiva requer tanto compreensão teórica quanto habilidades práticas para uma aplicação ética e contextualizada. Conclui-se que o ensino desta área promove não apenas habilidades técnicas, mas também o desenvolvimento pessoal, e que um planejamento educacional estruturado é essencial para integrar práticas de bem-estar em variados contextos.

Palavras-chave: psicologia positiva; formação; diretrizes curriculares; bem-estar.

Resumen: Este artículo explora la necesidad de directrices para la enseñanza de la Psicología Positiva en Brasil, considerando la importancia de la formación de profesionales capacitados para promover la salud mental y el bienestar. El método involucró la colaboración con expertos del Grupo de Trabajo de Associação Nacional de Pesquisa e Pós-Graduação em Psicologia (ANPEPP) y la revisión de las nuevas Directrices Curriculares Nacionales para integrar teorías y evidencias en directrices consistentes para la enseñanza de la Psicología Positiva. Como resultado, se identificaron tres ejes: directrices curriculares, competencias de enseñanza y estudiantiles, desafíos y oportunidades. El análisis mostró que la formación en Psicología Positiva requiere tanto comprensión teórica como habilidades prácticas para una aplicación ética y contextualizada. Se concluye que la enseñanza de esta área promueve no solo habilidades técnicas, sino también el desarrollo personal, y que una planificación educativa estructurada es esencial para integrar prácticas de bienestar en diversos contextos.

Palabras clave: psicología positiva; formación; directrices curriculares; bienestar.

1 Introduction

In recent years, Positive Psychology (PP) has emerged as a growing field, both in terms of the-

oretical advancements and practical applications in various contexts (Arslan, 2025; Gaffaney & Donaldson, 2025). With the growing inclusion of its topics in academic curricula, Positive Psychology has established itself as a discipline focused on the study of healthy human functioning and the development of strategies to promote well-being and mental health.

The notion of emphasizing the positive aspects of human dynamics has its roots in Carl Rogers' humanism, with its optimistic view of humanity, and in the work of Abraham Maslow. Both theorists developed their perspectives as a critique of the negative view of humanity suggested by psychoanalysis, which often portrayed individuals as conflicting with their unconscious desires and life-and-death instincts (Wechsler, 2023). However, these movements lacked the methodological rigor that would later characterize the empirical evidence base in PP on measures and interventions.

The growth and recognition of PP are largely attributed to Martin Seligman, former president of the American Psychological Association, as well as Mihaly Csikszentmihalyi, who emphasized that PP's primary aim should be the pursuit of authentic happiness (Seligman, 2019; Seligman & Csikszentmihalyi, 2000). This focus consolidated various studies and discussions under the umbrella of PP.

Well-being constitutes a foundational construct within PP and has been extensively examined across psychology and related fields. It is understood as a multifactorial construct that can be analyzed from multiple perspectives. These perspectives include Subjective Well-being (SWB), Psychological Well-being (PWB), Quality of Life (QoL), Wellness, and mixed models that incorporate two or more of these perspectives (Cooke et al., 2016). Together, these models reflect the complexity of studying well-being and underscore the need to move beyond overly simplistic views that focusing on positive aspects is sufficient to yield beneficial results for individuals. Indeed, while PP is often linked to positive aspects, this association more accurately reflects

a prejudiced view of the field, stemming from a superficial interpretation of the term “Positive Psychology” rather than the reality of studies and practices within this scientific domain (Reppold et al., 2019, 2022; Ryff, 2022).

It is crucial to emphasize that while PP focuses on positive experiences, it does not ignore experiences of illness or the presence of challenges, nor does it overlook the various factors that permeate daily life, relationships, and the socio-historical context that can influence individuals' lives (Dewaele et al., 2019). This field of knowledge aims to establish a connection between the aspects that negatively impact individuals' lives and those that can be considered personal, psychological, and social resources that promote health and well-being (Reppold et al., 2022). Therefore, PP can be understood as a scientific movement that proposes using theories, conducting research, and developing evaluation and intervention methods to facilitate understanding of positive, adaptive, and creative human behaviors that foster growth and flourishing in individuals, groups, and societies (Compton & Hoffman, 2019; Oliveira & Nakano, 2023).

The PP scientific movement promotes the adoption of quantitative methods and methodological designs aimed to obtain scientific evidence (Lee et al., 2005; Oliveira et al., 2023; Seligman, 2019). As noted earlier, this movement introduced into psychology discussions that had previously been addressed only in philosophy, operationalizing abstractly treated concepts (such as happiness, gratitude, compassion) into scientific constructs that are observable, measurable, and can be implemented as tools for promoting health and well-being.

Nowadays, there is a substantial body of scientific evidence coming from PP research in various areas, which demonstrates the possibility of operationalizing constructs and designing measures that enable the examination of predictive and outcome relationships among different psychological variables (Hutz, 2014; Oliveira et al., 2023). These findings have significant implications for developing and implementing interventions

aimed at promoting well-being and health (Noronha et al., 2023; Reppold & Calvetti, 2023). Moreover, these interventions are supported by extensive literature on their effectiveness for promoting quality of life both in healthy populations as well as in those individuals with physical or psychological pathologies (Hutz & Reppold, 2018; Moskowitz et al., 2022; Reppold & Hutz, 2021).

2 Positive Psychology as a mental health promotion tool and social commitment

The scientific evidence and strategies derived from PP indicated their importance to the ontological pursuit of happiness, as a tool for promoting individual health, as well as for the promotion of social and community health. Concerning the ontological pursuit of happiness, Diener and Scollon (2014) point out that most people want to achieve happiness; therefore, this is a significant reason for the PP study and teaching as a discipline in academic courses. Thus, teaching PP could contribute to understanding, based on scientific evidence, the different ways in which happiness or, in this case, well-being can be sought and cultivated.

As a tool for promoting individual health, several studies have highlighted the benefits of Positive Psychology Interventions (PPIs) in different contexts. In Brazil, several publications present the practical applications of PP in health, sports, education, and organizations (Hutz & Reppold, 2018; Nakano & Peixoto, 2020; Reppold & Hutz, 2021; Vazquez & Hutz, 2022). There are also unique strategies that can be developed and applied in both primary and secondary care settings (Zanini et al., 2021) to promote mental health in community settings. In addition, there are Brazilian studies that demonstrate the effectiveness of PPIs independently or in combination with psychological interventions from specific approaches, such as Cognitive-Behavioral Therapy (Noronha et al., 2021), which can be used within therapeutic contexts or as self-administered interventions (Carr et al., 2020). In this sense,

teaching PP becomes relevant for equipping professionals with up-to-date knowledge and evidence about the role of these interventions for treating and promoting mental health.

The PP applications to promote social and community health have expanded scientific research on various topics related to the understanding and assessment of well-being, which can now be evaluated in individual or even at national levels (Diener et al., 2015). Therefore, this broad scope can impact and contribute to the development of relevant public policies (Diener & Scollon, 2014), which can integrate well-being and quality of life for different populations (Tov et al., 2022). As reported by Hammill et al. (2022), there is now a considerable amount of research which indicates that higher well-being scores are associated with higher levels of prosocial behaviors, lower racial biases, healthier eating habits, regular physical exercise, and higher levels of social or work engagement, thus indicating that individuals who exhibit well-being can contribute to healthier and happier environments. Thus, the integration of PP into academic training not only enriches professionals' understanding of collective health but also prepares them to apply their knowledge to foster mental health and resilience through well-being practices.

In addition, beyond the curriculum content, it is also important to stress the ethical conduct in the study and application of PP in professional training, as emphasized by Vella-Brodrick (2011). The ethical principles, essential for any disseminated theory, must ensure that the theoretical background as well as the PP strategies are not confounded with political issues or misinterpreted by professionals in the field. The growth of the PP movement is evident at international level, as demonstrated by the International Positive Psychology Association (IPPA, 2025), with members from over than 70 countries, as well as at the national level with the Associação Brasileira de Psicologia Positiva (ABP+, 2025), which has already organized four national conferences with professionals from diverse areas, thus indicating the interest for this area.

The development of scientific evidence for Positive Psychology is also a concern for Brazilian investigators, as there is a task group on creativity and positive psychology that has been functioning since 2014 in Associação Nacional de Pesquisa e Pós-Graduação em Psicologia (ANPEPP, 2025). Therefore, considering the Brazilian reality and the increasing number of professionals who want to know more and apply PP theoretical principles and strategies, there is a need to establish guidelines on how PP education should be structured, especially considering the new National Curricular Guidelines for Psychology in Brazil DCN (Ministério da Educação, 2023).

The DCN guidelines emphasize the importance of comprehensive care and health promotion. Hence, training in PP requires well-defined guidelines for training professionals who can not only understand the theoretical framework of PP but also apply its practices in an ethical and contextualized manner. Furthermore, the competencies to be developed in the PP teaching and learning process should enable students to understand the complex interactions between mental health and well-being and to apply this knowledge in interventions aimed at promoting health, whether at the individual or community level. The purpose of this article is to discuss the theoretical and methodological foundations of PP and how it can be applied as a tool for promoting health and well-being in various contexts. Additionally, it seeks to present guidelines for academic training in the field, concerning the teaching-learning, research, and extension processes, highlighting the competencies necessary for educators, researchers, and students in Psychology training.

3 Method

This study was conducted through collaboration among specialists from the Working Group on Positive Psychology Assessment and Creativity (GT6) of the National Association of Research and Graduate Studies in Psychology (ANPEPP), composed of researchers from various regions of Brazil who specialize in PP research and tea-

ching. To develop the proposed guidelines, the new National Curricular Guidelines (DCNs) for Psychology programs in Brazil were analyzed, along with a comprehensive review of the current scientific literature. This procedure aimed to integrate theoretical foundations and empirical evidence to establish a proposal of consistent and applicable guidelines for the teaching of Positive Psychology, fostering the development of essential competencies for professionals committed to promoting well-being and mental health.

This exploratory and qualitative study was based on the analysis of the new National Curricular Guidelines (DCNs), focusing on the identification of the guiding principles of Psychology education, the general and specific competencies outlined, as well as the core components that structure the educational project, particularly those related to health promotion, human rights, and the development of an ethical, critical, and socially engaged professional practice aligned with the Brazilian context.

The organization of these thematic axes were conducted based on the identification of convergences between the structural elements of the DCNs and the conceptual foundations of Positive Psychology. Criteria of formative relevance and alignment with the ethical and social objectives of Psychology education were established to ensure that the selected axes reflected both the educational commitments proposed in the guidelines and the theoretical and practical advances identified in the current scientific literature. Triangulation between the data extracted from the DCNs and the findings from the specialized literature contributed to a coherent categorization of the themes, enabling an organization that engages with contemporary challenges in higher education, mental health, and human development.

To support the proposed framework, current national and international scientific literature on the teaching of Positive Psychology and its intersections with Psychology education was considered. Finally, guidelines were developed for the teaching of Positive Psychology in undergraduate programs. This process aimed to ensure alignment between

solid theoretical foundations, recent scientific evidence, and the training parameters established by educational policies, thus promoting educational proposals consistent with contemporary challenges in mental health, education, and human development.

4 Results and discussion

Three main themes were identified and organized, representing central topics necessary for constructing solid guidelines for teaching PP. These themes include, namely: (a) Curricular Guidelines for Teaching Positive Psychology, which covers the relationship with the National Curricular Guidelines (DCNs) and international perspectives; (b) Competencies for Teaching Positive Psychology, subdivided into specific competencies for educators and students; and, finally, (c) Challenges and Opportunities for Teaching Positive Psychology in Brazil, addressing the possibilities and barriers to implementing these guidelines. Each of these themes will be discussed below, focusing on practical applicability and implications for training psychology professionals equipped to promote well-being.

5 Curricular guidelines for teaching Positive Psychology

The new National Curricular Guidelines (DCN) for Psychology courses in Brazil highlight various commitments deemed essential for professional training in the field (Ministério da Educação, 2023). The following contents are emphasized in these guidelines: (a) commitment to diversity of perspectives; (b) the construction of scientific knowledge in the field; (c) the building of a democratic society that promotes quality of life, respect for ethics and diversity; (d) the importance of public policies that promote mental health. The inclusion of PP in curricula is thus a means of aligning the training of psychologists with the principles of the DCNs, which emphasize comprehensive health care and the promotion of quality of life for individuals, groups, communities, and institutions

(Biswas-Diener, 2011).

These commitments should be present in training, which should be organized around several pillars: 1) historical and epistemological foundations of psychology; 2) a comprehensive view of diverse theories and methods; 3) the diversity of psychological phenomena and processes 4) the appropriate use of various instruments and strategies; 5) the constant dialogue with other fields of knowledge; 6) diversity of professional practices in psychology (Ministério da Educação, 2023). These pillars are essential to train professionals capable of providing psychological services in different contexts and with diverse demands. In this sense, engaging with a movement that aims to build and disseminate scientific knowledge about promoting physical and mental health is essential for a practice grounded in the diversity of demands that encompass current psychological processes.

By emphasizing psychology's commitment to building a democratic society, the relevance of professionals' work in the field, which is diverse and complex across different contexts, becomes evident. Such activities constantly arise and/or are renewed, requiring continuous updates to the content taught in undergraduate courses. The curricula in these courses have an ethical commitment to updating subjects to ensure the quality of work developed by graduates and to expand their career opportunities. Within this context, PP topics and theories can be presented in different ways: as themes that complement the content of mandatory or elective disciplines. Although this is not always feasible, integration into existing courses is a viable alternative that can contribute to discussions in the field of PP knowledge.

Regarding emphases, research and theories proposed by the PP movement already exist within the various possible curricular emphases proposed by the DCNs. Taking science as a basis for interpreting reality, the processes investigated and interventions proposed by PP have helped broaden comprehensive health care, placing importance on well-being promotion as a fun-

damental competency in professional training. Emphases related to scientific research will have a wide variety of studies and tools developed to build knowledge in the field (Hutz, 2014, 2016). Emphases related to education and the teaching-learning process have given rise to an entire new movement called Positive Education, which aims to apply PP knowledge in this context (Cintra & Guerra, 2017; Hutz & Reppold, 2021; Nakano, 2018). Emphases on organizational processes, management, as well as guidance and counseling, have a solid body of research with theories and evidence to support their applicability (Vazquez & Hutz, 2021). Emphases directed toward clinical processes, psychological assessment, or prevention and promotion of health and well-being form the core of the movement's development, utilizing nearly three decades of research in its various waves to support and expand students' knowledge of the work of psychology professionals (Rashid, 2019; Oliveira et al., 2023).

This incorporation of PP into different curricular emphases in Brazil mirrors a broader international trend. Around the world, PP has increasingly gained space in international curricula. Various countries have included courses focused on well-being and resilience as part of the training for mental health professionals, a trend that Brazil could follow to enhance the skills of its psychologists. The official website of the International Positive Psychology Association (IPPA, 2025) lists institutions that offer PP programs at both undergraduate and graduate levels. This list includes universities from South Africa, Australia, Canada, Chile, China, Denmark, Spain, the United States, Mexico, Portugal, Singapore, and the United Kingdom.

Often, this course is offered as an extension program, specialization, or even graduate-level course, available online, hybrid, or entirely in-person formats, ranging from 8 hours to 2 years of training. There is also a notable prevalence of programs focused on psychology, mental health, or related mental health fields. Some programs can be highlighted as examples. The extension program at the University of North Carolina at

Chapel Hill, for instance, is an 8-hour course that covers the history of PP, PP interventions and applications, character strengths, resilience skills, and a final project aimed at promoting individual well-being.

However, the most prominent program is offered by the University of Pennsylvania in the College of Liberal and Professional Studies, where Dr. Martin Seligman, the founder of PP theory, works. This program offers a Master of Applied Positive Psychology¹¹ with a duration of one year. In the first module, the theoretical and research foundations of PP are presented, while in the second module, PP applications in different contexts are explored. The final module requires a research project in the area most meaningful to the student. These courses underscore the importance of focusing on PP's core principles, the various fields of its application aimed at improving mental health, as well as research that seeks scientific evidence for the outcomes of PP applications.

6 Competencies for teaching Positive Psychology

6.1 Competencies for educators in teaching, research, and extension contexts

The integration of PP teaching in undergraduate courses complements the content of health psychology subjects, reinforcing attention to topics related to health promotion and disease prevention. In Brazil, health psychology education is well-established at the tertiary level, particularly in hospital psychology (Zanini et al., 2021). However, health-related subjects often minimally address PP, which is discussed in many curricula as elective courses or as part of subjects that cover emerging topics. The inclusion of PP in academic curricula can significantly contribute to the field's development and recognition of its relevance, as it demonstrates how positive constructs can benefit people's health and happiness.

Among the primary competencies for teaching PP, the mastery of the area's fundamental principles and continuous updates on recent research and practices stand out.

Teaching PP at colleges and universities, according to the concept of education proposed by Juliatto (2013), can be understood as the process of drawing out individuals' best potential. UNESCO defines four pillars of education applicable to both schools and universities: learning to know, learning to do, learning to live together, and learning to be (Delors, 2001). Thus, learning in higher education is associated with research, which encourages students to seek information, learn to locate it, analyze it, and relate it to previous knowledge, thereby creating their own meaning and conclusions applicable to real-world problem-solving. Learning in higher education should be meaningful and function as a cognitive tool, expanding the content and form of thought, as well as promoting "learning to learn." Finally, "learning to know" refers to the interaction between the individual and scientific and technical knowledge, while "learning to do" encompasses the mastery of cognitive, theoretical, and practical dimensions (Libâneo et al., 2022).

In PP education, it is essential that practice be integrated with theory. Higher education has three primary functions: teaching, research, and extension. Thus, PP teaching, when delivered by qualified professionals, ensures that these three functions are exercised correctly and adapted to community needs. Learning is achieved when students can incorporate new knowledge. This process involves three fundamental capacities: comparison, induction, and abstraction. The objective of teaching is to enable students to master specific knowledge, acquire a new skill, or develop a specific attitude. Learning can occur both through new information conveyed by an instructor and through conclusions drawn by the learner (Juliatto, 2013). For PP education to be effective, it is essential that educators master

¹¹ Available at: <https://www.lps.upenn.edu/degree-programs/mapp>

the field's concepts and techniques. Additionally, certain qualities and ethical attitudes are crucial for those who dedicate themselves to teaching, such as a commitment to truth, a willingness to learn, and a commitment to justice and the common good (Bharte, 2025).

In science, the commitment to truth is intrinsically tied to what is proven by experience. Teaching scientifically tested PP practices should be carried out in conjunction with instruction on their correct application in the appropriate context. Moreover, it is crucial that teaching plans be adjusted to the reality of each institution and its students. This contextualized learning, applied to students' own realities, tends to be more effective. According to Libâneo (personal communication, 2003), teachers face two political and pedagogical projects for society and education: One is neoliberal, aiming to prepare students to produce what is of interest to the market, and the other is of a socio-critical nature, which seeks to develop humanizing, emancipatory, and democratic human capacities (Libâneo, personal communication, 2003). Teaching PP by qualified educators contributes to the formation of professionals with these human capacities and enables them to develop skills to "learn to learn" and apply their knowledge to the development of human potential and virtues.

The ethical principles should be included in all disciplines as emphasized by the DNC (2023). As an established field within various demands of psychological practice, researchers and professionals have sought to develop ethical guidelines for PP (Lomas et al., 2020; Jarden et al., 2021). The ethical guidelines proposed for the field are consistent with the DCNs and the Code of Ethics for the practice of psychology professionals in Brazil, emphasizing the importance of comprehensive health care and the need to protect individuals from practices that are not scientifically supported and not professionally regulated.

6.2 Competencies for psychology students in training

Among the expected competencies for psychology students upon graduation is the ability to develop relational skills, which PP reinforces (Esmaeilee et al., 2025). Examples include empathy, emotional intelligence, active listening, and the ability to engage in meaningful work with the community, aiming to promote positive emotions and behaviors. Studies by Rodríguez et al. (2019) describe the development of emotional intelligence as a crucial factor in handling emotions in the academic field, as well as a predictor of professional performance. Additionally, students must develop critical and reflective thinking, especially in a context where technology is widely present. This competency will be critical for engaging with current research and its applications to real-world human issues. The new guidelines for psychology education emphasize the importance of a generalist yet flexible training, enabling a comprehensive view of the factors that contribute to psychological well-being (Ministério da Educação, 2023).

PP has always been guided by ethics and responsibility in its establishment and development. These characteristics should be nurtured and practiced by students throughout their training and professional practice. Studying PP should align with the ethical principles defended in the DCNs (Ministério da Educação, 2023), implying an approach focused on respecting human rights and promoting practices that benefit society, such as encouraging a fulfilling life and supporting positive human development in community contexts.

Additionally, PP contributes to a transformation in the conception of the teacher-student relationship. Pacheco (2017) argues that the integral development of students is directly linked to enhancing emotional intelligence, both of teachers and students. A positive and supportive environment, based on trust, facilitates students' emotional expression, promoting a more effective learning experience. A positive educational environment, built on the emotional intelligence of teachers and students, fosters teamwork, motivation, and empathy—fundamental elements

for the quality of education.

7 Challenges and opportunities for teaching, research, and extension in Positive Psychology in Brazil

Considering the above, it is essential to reflect on the current challenges and opportunities related to teaching PP in Brazil. The ethical and scientific commitment of professors in the field of PP is thus one of the essential pillars for developing effective educational practices (Ribeiro & Soligo, 2020). Promoting evidence-based teaching, as well as adapting new methodologies to students' realities, requires that teachers maintain a commitment to scientific integrity and respect for individual differences. However, integrating these practices into the academic and institutional environment, especially in terms of alignment with the educational project, requires creating appropriate spaces and providing specialized teacher training (Nunes et al., 2012). Although PP has achieved significant advancement over the past decades, many teachers still lack specialized training to effectively implement PP practices in the classroom (Oliveira & Nakano, 2023).

This reality can hinder the application of evidence-based interventions, limiting the ability to promote students' well-being and positive development. Additionally, the scarcity of training programs, as well as specialization courses and curricula focused on teacher training in this field, creates a gap that should be addressed through increased academic and institutional investment (Wong, 2011). Another consideration as a challenge involves biases and stigmas associated with the field. Due to the widespread acceptance of PP knowledge, PP is often associated with a simplistic and commercialized view of happiness, which generates resistance among educators and academics (Oliveira & Nakano, 2023; Campos et al., 2023).

Furthermore, an excessive focus on positive constructs, without adequate context, may be seen as disregarding negative experiences, which are also part of human development. The criticism here relates to the decontextualized

use of concepts, which, when applied without scientific evidence, can have adverse effects (Reppold et al., 2019). Therefore, for PP practices to be effective, educational institutions must create conducive environments for their implementation. This includes aligning these practices with the program's educational project to ensure that the development of positive skills is coherently integrated into the curriculum (Seligman & Csikszentmihalyi, 2014). Thus, creating institutional spaces for PP practices requires a joint effort among administrators, teachers, and students to consolidate an approach that values both emotional and cognitive aspects in the learning process.

A relevant challenge to PP teaching is to combine the practices with traditional theoretical models. Interdisciplinarity emerges as a valuable tool to connect PP approaches with other areas of knowledge (Lomas et al., 2021), also promoting a more holistic view of the educational process. Research and innovation are also essential for advancing the development of new methodologies and tools that allow operationalizing PP concepts in the classroom (Nunes et al., 2012; Ribeiro & Soligo, 2020). Beyond challenges, there are notable opportunities for teaching PP in Brazil. One of these is the potential to transfer the skills developed in the academic environment to students' everyday lives, promoting not only technical learning but also personal and social development (Ribeiro & Soligo, 2020; Seligman & Csikszentmihalyi, 2014).

As an example, Biswas-Diener and Patterson (2011) suggest that, at the beginning of the semester, each student selects a small but meaningful goal that can be achieved by the end of the academic term. They mention students who chose to keep their homes organized, pay off debts, increase physical activity, or volunteer at organizations. For these authors, such goals represent personal growth opportunities that can make the content more meaningful at an individual level for students. This way, they can explore how their perception of positive constructs influences the way they pursue these goals, and

explore new ways to use their personal strengths while appreciating the process of achieving their goals. In this case, the aim is not to assess the success or failure in achieving these goals but rather to observe how content can be applied and adapted to personal experiences, serving as a training ground for skills and competencies required in professional life.

Regarding assessment, the instruments or techniques used can contribute to both reflection and the internalization and application of concepts. Although the use of final exams is not discouraged, it is suggested that they not be the only method of performance evaluation. Written essays, intervention reports throughout the semester, and portfolios are techniques aligned with this approach. Portfolios can be highly effective in this process. As a collection of materials or assignments compiled throughout the semester, portfolios allow students to reflect on their individual learning process and how they perceive the application possibilities in professional practice and personal experiences (Santos, 2024).

Moreover, promoting well-being in support of vulnerable communities is one of PP's goals. Thus, interventions should be applied context-sensitively, being culturally sensitive and ensuring that positive practices are ethically and responsibly integrated (Lomas et al., 2021), ultimately aiming at social justice (Oliveira & Nakano, 2023). Respect for diversity at different levels is essential when working with PP. Thus, students' projects aiming at the application of PP basic principles and strategies with discriminated groups is also an important goal for PP training with psychology students.

8 Final considerations

The incorporation of PP into undergraduate and graduate psychology curricula is an emerging necessity, in line with the new National Curricular Guidelines. By promoting well-being and mental health as core competencies, PP education prepares future psychologists to face the challenges of a society increasingly seeking

solutions to improve quality of life. Furthermore, the field offers vast opportunities for developing effective interventions in diverse contexts, making it imperative that its teaching be approached systematically and thoughtfully.

PP offers numerous contributions to psychology education focused on promoting human well-being. PP significantly contributes to mental health and human happiness. At the same time, it faces numerous challenges in professional training, considering the diversity and difficulties imposed by a society still eager for quick and miraculous solutions. The challenges PP faces as a science also extend to its teaching and the path it must navigate. Through scientific research, it seeks to substantiate its theories and dispel existing misconceptions and conceptual errors about what it proposes as a science.

In this study, it was not possible to conduct a survey of national curricula and how the teaching of Positive Psychology is being addressed at the national level. There is a tendency for specialized courses using online formats (EAD), but no graduate courses are known in the country up to the present moment. Future studies could focus on this investigation and shed light on the levels of Positive Psychology training for different areas, their main goals, disciplines, quantity of credit hours as well as their faculty qualifications.

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