

POSITIVE SCHOLAR - AN EXPERIENCE BASED ON POSITIVE PSYCHOLOGY AND POSITIVE EDUCATION IN THE POSTGRADUATE PROGRAM OF THE INSTITUTE OF RADIOPROTECTION AND DOSIMETRY - IRD IN BRAZIL.

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ABSTRACT

Stress, depression, anguish, and other emotional disturbances among students, teachers, and researchers in postgraduate and research academic settings are increasing because of charging for articles publications, lack of resources, and career advancement. This scenario requires initiatives that prevent or reduce these occurrences that end up compromising academic performance. The application of the Positive Scholar, based on Positive Psychology and Positive Education, at the graduate program of the Institute of Radioprotection and Dosimetry - IRD in Brazil, is an attempt to inhibit their students from experiencing these states and to favor in some way the possibility of improving the performance in its postgraduate courses, despite of the sensitive and serious subject as the nuclear area. Pilot experience of the Positive Scholar in the Graduate Program of the IRD allows concluding that it is possible to introduce Social Science disciplines like Positive Psychology in order to disseminate human knowledge subjects that can support the students during their research work and classes activities.

1. Introduction

The dysfunctional state - whether physical or emotional - of individuals participating in postgraduate Scholar life is growing, not only in classrooms, but outside them, in research or in the overwhelming environment of charging for publications, performance-related notoriety and lack of funding for the projects.

Alarming rates of stress, depression, burnout and anxiety have been growing over the years. Research shows that this situation is not only restricted to the Brazilian context and to an specific region or type of university or educational institution, public or private. It is making itself strongly present and the losses grow in a rampant way. (Corrêa, forthcoming 2017)

Considering the growth of the numbers of graduate students, in the Institute of Radioprotection and Dosimetry - IRD, this situation of stress between students and faculty and the need of increasing number publications to maintain the quality of courses also outlines the same scenario. In addition, the topic of the nuclear area, the focus of the postgraduate, masters and doctorate courses, carried out at the IRD, requires experimental research activities, with high and detailed safety procedures, oriented in international standards, due to the implications, even fatal, that can originate from a state of unpreparedness, physical or emotional instability, stress, anxiety and many other aspects in students, teachers and researchers, as will be discussed in this article.

This situation has consequences that need to be changed in order to improve the performance of these participants and the institution itself, and preventive actions may be the most favorable way to collaborate to modify this situation.

To act protectively and correctively in this environment with initiatives that favor, in a serious and scientifically proven way, the improvement of well-being is one of the possible paths and that is presented in the proposal Positive Academic (Corrêa, forthcoming 2017). This project is defined as :

The Positive Scholar is a workshop, methodologically modeled based on Positive Psychology and Positive Education, with application through group coaching, which aims to improve academic performance, from the improvement of subjective well-being, considering the benefits That a state of higher happiness and the use of positive human qualities can be generated in the participants - students, teachers and researchers - of the postgraduate courses of the academy. (Corrêa, forthcoming 2017)

In order to contribute to the improvement of the performance of the IRD's graduate students, the Positive Scholar workshop was introduced and developed by Corrêa in 2016 and this initiative was approved by the IRD's Graduate Program Committee. This pilot experience is the main focus of this article.

2. The Alarming Situation of the Participants of the Academy

Increasingly, new opportunities and initiatives arise in courses, studies and research in the academic context, apart from the possibility of building a career in this professional field. (Corrêa, forthcoming 2017) In Brazil, for example, according to information from the Ministry of Education (Faria, 2017), based on a survey carried out by the Coordination for the Improvement of Higher Education Personnel - CAPES, there are 122,295 postgraduate students. Where 76,323 are academic master's degree students, 4008 are professional master's degree students and 41,964 are doctorate students. Comparing the current data to the year 1996, there were 67,820 post-graduate students in Brazil and in 2003 there were 112,237 graduate students, which shows a significant evolution. (Faria, 2017)

Due to globalization, the number of universities, research institutes and development organizations are growing and further narrowing their borders, generating numerous possibilities for development in this area. (Corrêa, forthcoming 2017). Considering the last eight years the CAPES 'postgraduate course approvals increased in 9%, with emphasis on humanities and engineering, computer science and health sciences, were verified. (Faria, 2017)

Notoriously, the perspectives in the academic segment are promising, but just as it happens in organizational environments, it is an area whose dedication, responsibility, and often exclusive dedication is required. This is seen in two significant respects. (Corrêa, forthcoming 2017) In the federal universities in Brazil, between the years 2003 and 2016 the number of doctoral professors at federal universities increased about 189%. In 2003, there were 20,711 professors, while today, 2017, this number is 59,658. The second important aspect is that, among the teachers hired, teaching activity is the main activity, reaching a total of 88.5% of those who work with exclusive dedication.

Of course, the time of exclusive dedication is not restricted to the time in the classroom of these teachers. The need of producing knowledge through academic research is a constant task from the beginning of the career - when still early in life in graduate school as a student - as well as throughout career progression. In addition, the number of articles published demonstrating scientific production and it is used for academic and institutional evaluation. (Corrêa, forthcoming 2017)

One aspect that ends up agglutinating even more tension to this unbridled scientific production are the publication deadlines that even end up compromising, which is quite serious, the quality of the knowledge production. The qualification of the courses by means of scores, based on numbers of publications, ends up being another aspect that contributes to this production on a large scale, bringing great tension to the students of the postgraduate

courses and also to the teachers. (Corrêa, forthcoming 2017) According to Oswaldo-Cruz (2013), in the affirmation of Marcelo Menin and Bruno Duarte Gomes, regarding this productivity "... there are great disadvantages, both for institutions that create numeric artifices and for the scientific research community that suffers with the excessive stress, evasion / abandonment of research and the production of incomplete work and, therefore, the low qualities in scientific innovation "

Another point of extreme attention, and in many cases of tension, for Scholars, concerns the aspect of methodological quality and accuracy considered sine qua non to seek publications in better recognized journals and with higher impact factors for indexed publications, for those who want to progress in the academic career. (Corrêa, forthcoming 2017)

Faced with all these aspects that involve academic study and career in this segment - whether as students or as teachers - stress, anxiety, anguish and quitting the activities ends up restricting everyone in some way, sometimes very alarming, generating in the most acute cases serious disorders that compromise health and well-being. (Corrêa, forthcoming 2017)

This picture about the consequences of stress is not something of the present day, but a situation that has already been deserving attention of studies in Brazil since 2003 (Meis et al., 2003), Several research in this subject has been performed and their results are published by Junta (2017) and (Gewin,2012)

Furthermore, in 2003, in a research carried out with students and academic staff in the Department of Medical Biochemistry of the Federal University of Rio de Janeiro (Meis et al., 2003), considering the necessary productivity of the academic area and the restriction of funds, Some points were highlighted:

- Emphasis and absolute involvement in research works that produce publications in magazines of high impact factor and great stress and personal frustration when articles are rejected; (Meis et al., 2003, p.1138);
- Lack of financial support for research generates a state of frustration and insecurity; (Meis et al., 2003, 1139);
- The "rites of passage" impose on the researcher to prove incessantly their competence, always putting themselves at risk of being eliminated or demoralized; (Meis et al., 2003, p.1140);
- A state of mental and emotional exhaustion (burnout syndrome), caused by frustrated hopes and expectations, by a feeling of inadequate control over one's work and loss of life's meaning. (Meis et al., 2003, pp. 1140-1141).

Considering the constraints pointed out in these publications, it can be seen that the academic environment, in which individuals participate as students, teachers or researchers, can inevitably generate situations of acute or chronic tension, triggering serious states of stress, depression and anxiety, loaded with all of its sweeping symptoms, which produce extremely negative changes in aspects related to behaviors, attitudes, physical and emotional health, dissatisfaction with unmet expectations, low well-being among other deteriorating aspects of happiness.

Faced with all these factors, there is a need to include, in the academic contexts, initiatives, predominantly of a behavioral nature, that allow the participants in these environments to fulfill all the constraints required for it to be as student, teacher or researcher, succeed in their work, but, above all, that this happens by safeguarding their emotional physical well-being (Corrêa, forthcoming 2017)

3. The Scientificity of the Study of Happiness and Positive Human Qualities - Positive Psychology

In 1998, Seligman asserts that psychology is not only the study of weakness and harm, but also that of human qualities and virtues, considering that treating someone should not only mean fixing what is wrong but nurturing what is best in each person. (Seligman, 1998). In the same way, Csikszentmihalyi and Seligman (2000) reiterate that the treatments should not only repair what is broken, it is necessary to nourish the best, and Psychology must also study strengths and virtues. (Csikszentmihalyi & Seligman, 2000). For Csikszentmihalyi and Seligman (2000), Positive Psychology is a science:

- *At the subjective level is about valued subjective experiences: well-being, contentment, and satisfaction (in the past); hope and optimism (in the future); and flow and happiness (in the present).*
- *At the individual level It is about positive individual traits the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talents, and wisdom.*
- *At the group level it is about the civic virtues and institutions that move individuals toward better citizenship: responsibility, nurturance, altruism civility, moderation, tolerance and work ethic. (Csikszentmihaly & Seligman, 2000, p. 5)*

The outstanding scientificity of Positive Psychology is included in Peterson's definition when he states that "Positive Psychology is the scientific study of what goes right in life, from birth to death and in all stops between." (Peterson, 2006, p.4) And that it is a newly baptized approach within Psychology that takes seriously the things that make life worth living. (Peterson, 2006).

In order to encompass many aspects and topics addressed in the field of Positive Psychology, Corrêa (2013, 2016a, p.40) defines it as:

Segment of Psychology that focuses absolutely on the scientific study and the empirical proof of actions that allow to identify, measure, maximize and improve the qualities of human beings, including virtues, character strengths, talents, resilience, self-efficacy , Optimism, among many others, in order to allow their lives to be happier, fuller and meaningful.

Nowadays, researches developed in the field of Positive Psychology on happiness and well-being have already identified that, both in the academic environment and in the organizational environment, the best and most successful results are obtained by the most Happy (Achor, 2012); Thus reversing the belief that you had until then that "you will be happy if you succeed." Today, the valid expression is: happiness predates success.

Beyond success, emotional states, where positive emotions prevail over negatives, such as stress, allow people to develop "reserves" of positivity, which they can tap into in times of adversity in more troubled situations. (Fredrickson, 2009).

Positive Psychology comes from its formal conception, already 18 years ago, growing both in theoretical terms and in fields of applicability. Originated in the academy of the science of psychology, its proposal is not restricted to this field, but also to others due to its multidisciplinary, including the area of education, scene of the proposal of the Positive Scholar (Corrêa, forthcoming 2017)

Another aspect refers to the research on the positive human qualities and the benefits they generate in different contexts when used and/or used in new way in our daily lives. At present, globally recognized assessments are available, such as the StrengthsFinder (Buckingham & Clifton, 2008), which identifies human talent themes and the VIA Inventory of Strengths - VIA IS (Peterson & Park, 2009; Peterson & Seligman 2004) which identifies the character strengths of individuals. According to Seligman, Steen, Park and Peterson (2005), as scientific studies show, the simple identification of strengths of character, for example, already allow for increased well-being and its use in a new way, also achieve significant positive results. (Corrêa, 2016b; 2016c)

Considering the academic context, in particular, the activities related to research and completion work - monographs, dissertations or theses - and that positive emotions and human qualities generate greater well-being, innumerable are the benefits that can be obtained from a better state of happiness, to the accomplishment of works and research, according to some suggestions of hypotheses of contributions that were considered in the Positive Scholar's conception (Corrêa, forthcoming 2017).

4. Positive Education - Positive Psychology Applied to the Educational Scenario

As already pointed out, Positive Psychology and its themes have applicability in several contexts and the field of education has become increasingly fertile in the production of initiatives that promote the well-being and the use of human qualities. Most of these actions have been produced in several countries around the world, and their initial growth has notoriously developed in high school or high school scenario. In Brazil, even in this segment, these actions are still scarce, just as it was recently the attention to Positive Psychology that has been strengthening day after day. (Corrêa, forthcoming 2017)

Positive Education is defined as education for both traditional skills and for happiness (Seligman *et al.*, 2009, 293) or simply as Positive Psychology applied to Education. The term emerged in an application of Positive Psychology at the Geelong Grammar School in Australia, with the following description: The bringing together of the science of Positive Psychology with the best practices teaching, to encourage and support schools and individuals to flourish. (Nourrish, 2015, XXVIII)

According to Seligman (2011), at the heart of Positive Education, there is an overwhelming problem related to stress and cases of depression in the school context, both students and teachers, leading to the first negative results that persist in their lives over the years. In addition, it highlights the incompatibility of what we expect for our children in their lives - which includes happiness, fulfillment, satisfaction with life and joy - contrasting with what traditional teaching offers: intellectual and technical knowledge on areas of knowledge, without putting up with it generates greater well-being in the individuals it forms. (Corrêa, forthcoming 2017)

In this sense, Seligman and others (2009) point out that well-being can be taught in schools for three reasons: as an antidote to depression, as a vehicle to increase satisfaction with life and as an aid to better learning and more Creative thoughts.

Although most global initiatives on Positive Psychology fall back on education to the equivalent of high school education in Brazil, actions are beginning to be considered contemplating a resumption of moral and character-building aspects in the "higher education" segment (Schreiner, 2015); In this case, what in Brazil would roughly equate to undergraduate level. (Corrêa, forthcoming 2017)

Considering this new approach that contemplates the well-being and the use of human qualities in teaching, learning and research environment, to reflect on a methodology of migration of the scientific research findings of Positive Psychology and Positive Education, for application in the context of the academy either for students, teachers or researchers, is an initial step to improve the cases of cognitive, physical and emotional malfunction of the participants, which end up generating commitment to the courses and educational institutions, of the academic environment. (Corrêa, forthcoming 2017)

5. The Positive Scholar Methodology

5.1. Themes Used

The field of Positive Psychology among its themes offers a significant source of research that favors the increase of subjective well-being, either by the increase of positive emotions or by the use of human qualities, fields of study that are absolutely relevant in the scientific researches that are developed.

In Positive Psychology: Theory and Practice, Corrêa (2016d) shows that, according to Diener (2013), subjective well-being is the scientific name of how people evaluate their lives, emphasizing that these are cognitive and affective evaluations of someone about your life as a whole. These assessments include emotional reactions to events, with cognitive judgment of satisfaction and fulfillment. (DIENER; OISHI & LUCAS 2009; DIENER 2013)

Contributing to the increase of our subjective well-being, we consider the importance of positive emotions, whose research dates back to studies, originally, by Fredrickson (2009). According to the author, contrary to the negative emotions that limit the idea of possible

actions, positive emotions extend judgment over them, opening our consciousness to a wide range of thoughts and actions, thus arising what she calls the first truth: "Positivity opens us." (Fredrickson, 2009, p. 28) Another point raised by the author is that positive and negative emotions were important at different times for our ancestors. While attitudes from negative emotions were important in situations threatening survival, innovative and creative attitudes of positive emotions were important in the long run, by building resources, encouraging the development of versatility, skills, and useful characteristics, functioning as, what The author calls reservations, equipping our ancestors for future threats. (Fredrickson, 2009, p.31) These two essential assumptions about positive emotions are what define Fredrickson's theory of magnification-and-construct (2009)

Another relevant theme to be highlighted is the inventories currently in the field of Positive Psychology, about positive human qualities, such as the twenty-four character strengths and six human virtues, contemplated in the inventory produced by Peterson and Seligman (2004) and by a large Team of researchers. It is also added the work developed in the Gallup Organizations by Buckingham and Clifton (2008), in which they present thirty-four themes of human talent. Both projects contemplate the increase of well-being or happiness, when used these human qualities, inherent and particular to each individual, that can be identified by respective assessments, already indicated in this work. (Corrêa, forthcoming 2017)

Subjective well-being, positive emotions and human qualities, relevant themes of the scientific study of happiness, were used, not only, but mainly, as a basis for the construction of the proposal for the development of methodology for application in the academic context, for the problems already presented in this environment conducive to stress, anxiety, anguish, burnout that compromise the performance of students, teachers and researchers. In addition, the results that have been obtained with Positive Education in several educational contexts, ratifies the assumption that initiatives with the use of Positive Psychology can be successfully applied, concurrently, to the use of traditional formal education practices, in favor of Improving well-being and better results. (Corrêa, forthcoming 2017)

Having these aspects as a central point, Corrêa defines the Positive Academic as a workshop, methodologically modeled based on Positive Psychology and Positive Education, with application through group coaching, aimed at improving academic performance, from improvement of subjective well-being, considering the benefits that a higher state of happiness and the use of positive human qualities can generate to the participants - students, teachers and researchers - of an academy graduate. (Corrêa, forthcoming 2017)

5.2. Contributions for Improvement Performance in Positive Academic

To reach the proposed objective of the Positive Scholar, Corrêa (forthcoming, 2017) lists possible contributions to be achieved to improve the academic performance of students, teachers and researchers, correlating them with the benefits that happier people, in the case, with more positivity can produce, based on the work on positive emotions of Fredrickson (2009)

MORE HAPPY PEOPLE	POSSIBLE CONTRIBUTIONS TO IMPROVE ACADEMIC PERFORMANCE
<p>They present the expansion of the conceptual connections of what they do and that promote better ideas</p> <p style="text-align: center;">*</p>	<p>It favors the analysis by the students / professor / teacher of the literature review data, facilitating the identification of points of contact or divergence, allowing the elaboration of more pertinent researches and Creative.</p> <p>It assists in the improvement of learning from an easier understanding of the topics presented in the classroom.</p>
<p>They allow you to broaden your mind and build a better future, as happiness broadens your vision and</p>	<p>Allows the student / teacher / researcher to better understand their projects and to see what types of answers their research needs to obtain, besides assisting in the planning and execution of the research steps.</p>

your field of action *	
They are more able to deal with adversities in a more rational way, because they see more solutions *	It empowers the student / teacher / researcher to redirect and unfold the research that may occur during their study; It favors a more adequate receptivity of the considerations made by the examining rooms during qualifying moments or analysis of newsstands It helps to better deal with unfavorable outcomes / grades in the subjects if they occur.
They tend to have high levels of confidence.	The belief in self-efficacy can cause the student / teacher / researcher to believe in their potential of doing academic work, which is often a big question; It can contribute, in the case of the student, to the conclusion of credits of the disciplines in a more facilitated way; It can contribute to the attainment of goals of publications by the student / professor / researcher..
They present multiple adaptive strategies *	It favors the necessary adaptations in diverse contexts of the life of the student / professor / researcher, considering the indispensable dedication of time that must be reserved during the elaboration of an academic study and of the course.
They have more confidence in each other and relate better and more deeply to people. *	It encourages group work during the disciplines; It favors the conduction of research with teams of researchers; It may favor relations with development agencies and better negotiations in mutual cooperation agreements; It contributes to the counselor / counseling
They have greater psychological well-being and better health because of stronger immune systems *	It contributes to balance during participation / teaching in the course or during the research It allows greater attendance to the classes and stages of programmed research, as well as in scheduled meetings which allows the continuous dedication to the works,
They are more proactive and have greater capacity for problem solving *	In the face of unexpected situations, in the academic or personal context, it is possible to identify new alternatives that make it possible to re-establish the research or the course activities.

Table 1: Possible contributions to the improvement of academic performance according to work Fredrickson * (2009). Source: Corrêa (forthcoming 2017)

5.3. Possible Objectives of the Positive Scholar

Aligned with the proposed general objective, the Positive Scholar has the following possible objectives (Corrêa, forthcoming 2017):

- Structuring a plan of steps and actions to perform the academic research;
- To favor compliance with the delivery deadline and / or defense of academic research, in order to maintain the course level the highest as possible according to CAPES evaluation score;
- Encouraging the achievement of publication goals for career advancement;
- Improving the performance of students in the disciplines, the performance of the teachers in the classroom and guidelines;
- Promoting greater dedication of the students and teachers in their academic research aiming a high quality standard;
- Awaken students and teachers the interest in producing more academic articles;

- Encouraging greater interaction and trust among students , student and teacher, student and advisor, peer-teacher-informer, or mutual cooperation agreements;
- Innovating in the implementation of a behavioral improvement initiative aiming to improve performance in postgraduate courses with support of the Positive Academic subjects;
- Identifying and encouraging the experience of the experiences that generate positive emotions and identify the positive human qualities of the participants, aiming at enhancing well-being so that the objectives could be achieved.

5.4. Application Methodology

According to Corrêa (forthcoming 2017), the initial model proposed in the Positive Scholar foresees the Coaching process application, using Positive Psychology interventions, practices and assessments, and behavioral coaching tools, applied in group and a short form and its duration can vary from 12 to 20 hours, being divided in 2 or 3 meetings, with a 15 days interval, not exceeding to exceed more than this limit.

The groups' formation can occur through voluntary adhesions or by mandatory convocation, depending on the intention and decision of the institution in which it is to be carried out, considering conditions such as: motivation, available time, number of participants, and availability of resources among other factors. The ideal number of participants in the groups varies between 10 and 30 people, and can be performed exceptionally for smaller or larger number of participants.

5.5 Applicable Evaluations

In order to evaluate the accomplishment of the workshop, as well as the results obtained with its application, Corrêa suggests that the following evaluation models should be performed:

Reaction Assessment: applied at the end of the second or third meeting, where aspects will be raised about the contents presented, the practices developed, and the applicability of the themes and the coach. **Results Assessment:** It is applied one month after the second or third meeting, when aspects related to the participants' subjective perception about the benefits to their performance in class, the research work, and the relationships with classmates, teachers, and advisor. Both evaluations will be composed of questions with quantitative as well as qualitative measurement.

6. The Positive Scholar Experience at the IRD

6.1 IRD Graduate Courses

The IRD graduate program is concentrate in the area of Radioprotection and Dosimetry approved by the Brazilian Ministry of Education in 2002. Around 80 students are regularly enrolled in the program and their researches and classes activities are supported by 35 professors. The graduate program is managed by an academic committee and five staff members.

6.2. Positive Scholar Application Conditions

In 2016, the Positive Scholar was applied to the IRD graduate program, after approval by the Institute's Board of Directors and under the recommendation of the Graduate Program Committee, which was submitted to analyze the pertinence of the project, with a view to improving the performance of students.

The application was suggested as a pilot experiment only for the students. The workshop was coordinated by the IRD Teaching Division and carried out by Corrêa.

The enrollment of the students in the workshop was voluntary and no credits for participating were offered.

6.3 Development of the Positive Scholar Activities

In order to publicize the Positive Scholar the invitations were sent by e-mail for all graduate students and shorts presentations about the activities were made during the period of the normal classes. As of this disclosure, twelve voluntary registrations were made by master degree students.

The Positive Scholar was held in two meetings, each one of 7 hours with one lunch hour, as foreseen in the methodology. The first meeting was held on May 3rd, 2016 and the second on May 17th, 2016, respecting the 15 days interval, foreseen in proposal implementation. The first meeting was attended by seven participants and the second with five participants, and there were reasons for absences for some of the participants, considering the progress of researches work and deadlines of their academic activities, which made participation impossible.

All sessions proposed by the Positive Scholar were held. Two of them were held entirely in the first meeting, one started in the first meeting and finished in the second meeting, which included a fourth session. In the sessions, the Positive Psychology topics and practices were applied such as positive emotions, flow, mindfulness, character strength assessment, life satisfaction scale, gratitude, interventions, happiness formula, intentional actions - and coaching - administration of the time, building a positive agenda, setting goals and planning agenda for a week, a month and a year - using expository subject individual or group presentations, coaching sessions, mindfulness practices, video recordings, and testimonials.

6.4. Applied Assessment

At the end of the second meeting, Reaction Assessment was applied, and the following results were verified on the raised issues:

- On a scale of five items (nothing, little, more or less, very much and everthing), one participant affirmed that as far as the knowledge transmitted "everything" could be applied, by its usefulness, to the day to day of the course and / or in the conduction of the his academic work, while the others four participants stated that "very much" could be applied.

- In a descriptive account by the respondent himself, the following statements were made about what most attracted the attention of the participants, after the practices and reflections experienced in the Positive Academic: "To know that I can fulfill the academic works in a happy way"; "It called the attention how I can improve myself in the conduction of my master research and activities"; "We are capable of doing more"; "I realized that I can do more than I can, that I can fully exploit my ability to dedicate myself and probably prove to be more successful later on"; "About how I was organizing my time and how to learn to optimize it."

- About the yes / no answers, all the respondents affirmatively answered that they would indicate the Positive Scholar to their colleagues of course.

- On a scale of 1 to 10, where 1 is the lowest and 10 is the highest, all the respondents assigned the score 10 to the Positive Scholar.

- In an open-ended question about feedback and comments, the following responses were given: "It was great, but only two meetings are not enough, I suggest having more workshops like this one"; "I recommend or rather suggest more sessions like this one today, if possible, one per month. I congratulate the graduate program "; "I loved to be an participant of the Positive Scholar and I think that it should have more meetings. The meetings were very gratifying"; "I think the Positive Scholar program should have more meetings after those two. It is important to have a monitoring program after these two meetings, at least two or three months after the end. "; "The workshop could be more extensive, more time/days."

7. Conclusion

With the application of the Positive Scholar in the Graduate Program of the IRD, considering the evaluations carried out, it was possible to verify that, even in the case of postgraduate courses with subjects related to the science and nuclear knowledge areas, the participants considered Social Science subjects like Psychology / Positive Psychology are applicable in order to support all the academic research work.

To affirm that there was any improvement in the academic performance of the students in the course, proposed as a general objective by the Positive Scholar, it is necessary in the future to perform a follow up of the students' performance by an impact analysis of the workshop in their academic activities.

However, it was possible to analyze that the participation in the workshop may have generated an increase in self-efficacy in the participants which may favor an improvement throughout the academic activities.

It is clear that the participants would like that the program should be continued through more meetings, and this was confirmed by the high level of satisfaction (maximum score) for participation in the event. Considering this aspect, it is pertinent to analyze the possibility of increasing the number of meetings, to distribute the same sessions in more moments or to include new topics, besides those applied in this experience in the Graduate Program of the IRD. This aspect was not clarified by in the testimonials of the participants.

Considering the small number of registrations made, there is a need for more efficient dissemination actions, in addition to a scheduling of dates more compatible with the availability of the students, considering their commitments with disciplines and research activities schedules.

Considering the applied evaluation (100% of the participants would indicate the workshop to their classmates, 100% of the participants assigned grade 10 to the event), it is very useful to evaluate the possibility of inclusion of the Positive Scholar as a mandatory event for all graduate students, even if it is not part of the course curriculum.

The experience of the Positive Scholar in the Graduate Program of the IRD allows concluding that it is possible to introduce Social Science disciplines like Positive Psychology in order to disseminate others human knowledge subjects that can support the students during their research work and classes activities.

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