

**MONOGRAPHIC EXPERIENCE UNDER JUNGIAN ANALYTICAL
VIEW: feelings experienced and evaluated by Psychology undergraduate
students at the Universidade Federal do Paraná in the discipline of
Monograph in 2018**

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ABSTRACT

Based on Jungian Analytical Psychology, this study aims to describe the feelings most commonly found in students during the making of a Monograph, as well as its personal evaluation by the participants. For that, Jung's Analytical Method was applied after a questionnaire, looking to identify the concepts of feeling and symbol under the symbolic experience of writing a monograph, and then sent via email to Psychology undergraduates studying the discipline of Monograph in UFPR during 2018. It was observed that even when questioned about their positive feelings, 50% of the participants fully or partially mentioned negative feelings, of which the main criteria uncovered were Time and Disorientation.

Key-words: Education; Monograph; Psychology; Jung; Analytical.

Introduction

Among the several kinds of research common during one's academic trajectory, perhaps it's the monograph their most challenging. While several factors act as facilitators during its elaboration, like a healthy relationship with colleagues and supervisor, others can act as detractors, as with anxiety, the complexity of the task and its guidelines (Carboni, Nogueira, 2004). In study done with postgraduates, Louzada e Silva-Filho (2005) found out that every single student referenced some kind of suffering as lived experience, such as "angst", "stress, and "anxiety", those being related to the research project and disclosure of

papers. Despite higher levels of requirement, common to every post-graduation, the results agree with those found regarding the production of a course completion paper such as a monograph.

The field of health seems particularly open to the development of mild psychiatric disorders, depression and suicidal ideation (Santa, Cantilino, 2016; dos Santos et al., 2017). Academic content related to human subjectivity, added to easier access to lethal materials and others' psychological suffering, would lead to greater propensity to a development of psychological problems (Santa, Cantilino, 2016). This heightened prevalence of mental disorders amongst health field undergraduates calls attention to the importance of preventive action in the face of mental healthcare (Ferreira, Kluthcovsky, Cordeiro, 2016).

Based on these assumptions, the present research sought to describe feelings evaluated by Psychology undergraduates at the Federal University of Paraná, who studied the discipline of Monograph during the year 2018. For this purpose, a Jungian analytical theoretical framework was used, and data was collected and analyzed according to the Analytical perspective. This theory, situated as a scientific methodology by rescuing the postmodern understanding of science that, as opposed to the modern conception of a search for absolute truth, has as characteristics

[...] the plurality of points of view, the diversity of epistemologies and methods, the acceptance of paradoxes and contradictions, the inevitability of imprecision and uncertainty, the emphasis on the relativity of parameters and the polyvalence of meanings, the conception of transient and relative truth and, consequently, the subjectivity in the acquisition and production of knowledge and integration of individuality in the collective. (HAUKE, 2001, as quoted by PENNA, 2004, p. 74, personal translation).

The data was interpreted under Jungian analytical theory, operationalizing, in the first place, the concept of feeling. Jung (1976) describes four types of functions, two irrational (or perceptive), sensation and intuition, and two rational (or

judgmental) functions, thought and feeling. Both thought and feeling evaluate and judge an event/object by comparing it, the thought compares it with its own structure, inwardly, while the feeling evaluates an object according to an external comparison, something that can be reflected.

The concept of feeling present in the students' discourse was analyzed in its affective form, as that which is experienced, and in its form of function, which judges and evaluates whatever is lived intensely in a rational way: "Feeling is, like thinking, a *rational* function, in which values are bestowed, as experience demonstrates, according to the general laws of reason" (JUNG, 1976, p. 541, personal translation). Also highlighted was the symbolic disposition of events occurred in the individual experiences of the interviewees, comprehending symbol as an integral component of human affective conception, and thus used to perform the analysis. According to Jung (1976), the symbol is composed of several different meanings. Following the research proposal, the chosen symbol was the symbolic representation of the Monograph, focusing on the personal meaning of the interviewees' lived experiences around this symbol.

2 Theoretical Framework

The Jungian analytical approach (Jung, 2001) describes feeling as a rational function, of judgment and evaluation, consciously understood in order to discriminate values. It differs from emotion in the sense that "feeling has no tangible physical or physiological manifestations, whereas emotion is accompanied by such changes" (JUNG, 2001, p. 16, personal translation). Hillman (1990) elaborates the feeling as function of evaluation and differs from feelings themselves. Thus, an evaluation of a feeling can be given in a posterior form to feelings, objects and psychic content:

The very feelings - irritation, jubilation, boredom - can be treated appropriately or inadequately, evaluated positively and negatively, by the feeling function. [...] Thus,

the person who seems to both have feeling and being so full of feelings may own nothing of a "sentimental type," whereas one of these types, which attributes to each feeling a same weight, may seem deeply devoid of feelings, distant and disinterested. *Having* feelings and *using* feeling marks the difference between the contents and the process that organizes and expresses them, [...] the continuous subjective process of experiencing suffering is the passive background of the feeling function. (HILLMAN, 1990, p 126, personal translation).

The feeling, as evaluation, needs a set of previously constructed values to relate the event to the subject's sentimental memory structure: "the feeling establishes relations between the subject and the object, between the subject and the contents of his psyche - in the form of values - and between the subject and his own subjectivity - in the form of general emotional charge and state of mind" (HILLMAN, 1990, p. 131, personal translation). Feeling operates over the emotions, sensations and feelings proper, as emphasized by Brooke (1996), with an emphasis on a descriptive perspective of feeling and later resumption of its original experience. Such feelings are for Brooke (2013) embodied in situations already in our language and speech, and therefore perceptible in personal reporting.

Because it is a function of evaluation over an instance, feeling is used backwards, retroactively to events that have already occurred - which differs from intuition and anxiety - requiring time to be processed. Feeling is primarily used for perceptible events, as metaphorically exemplified by Hillman:

When a black cat crosses my path and I slow down, I frown and feel a shiver of fear, I relate to the event at a level that surpasses the physiological. The event and the cat were evaluated in terms of my subjective system of values, which have established positions regarding this situation. The feeling function established between me and the event a relationship linked with negative concerns and judgments. [...] Thus, to summarize, feeling establishes relations between the subject and the object, between the subject and the contents of his psyche - in the form of values - and between the subject and his own subjectivity - in the form of an emotional load and a general state of mind. (Hillman 1990, 131, personal translation).

One of the main concepts in Jungian analytical theory is the symbol, formulated by Jung (2001) as the designation that best constitutes a relatively unknown state of elements, but still recognized as existing. Symbols can add various meanings, concordant or opposites, in an unconscious or conscious way. In this way, "every psychological phenomenon can also be considered a symbol, as long as it means more or distinctive, something that surpasses and escapes the knowledge of the moment" (JUNG, 1976, 544, personal translation). Symbols differ from the semiotic meaning of object and, in a given phenomenon, have a disposition that conceives it, such a disposition receiving the name of symbolic disposition, being responsible for impressing meaning and valuation, beyond what the simple order of facts would explain (Jung, 1976). Therefore, symbols can act together along rational thinking, this reflecting the **emotional** symbolic disposition through functions such as the feeling, which compares the event experienced with an external object according to its symbolic image of which the symbolic is added.

Methodology

The applicability of C. G. Jung's Analytical Psychology as research methodology requires a formulation of this paradigm, being in many respects consistent with the qualitative methodology of research and with the postmodern scientific paradigm itself (Penna, 2004). As early as 1896, in regard to scientific doing, Jung states that the materialistic and rationalistic assumption of science has too narrow of a premise for the understanding of human life. In 1912, he also claims that the experimental method becomes insufficient and inadequate for the investigation of the unconscious.

In qualitative research, a comprehensive and interpretative approach of the phenomena is proposed. This approach arises mainly in the human sciences, for "human behavior unlike a physical object cannot be understood without referencing the meanings and purposes assigned by humans to their activities" (DENZIN, LINCOLN, 1998, p 107, as quoted by PENNA, 2004, personal

translation). Thus, besides the description of phenomena, the production of this type of scientific knowledge aims at understanding and interpreting the reality as researched (Penna, 2004). Based on the methodological demands for scientific application of the Analytical Psychology of C.G. Jung, this study can be categorized as qualitative, with emphasis on symbolic comprehension.

The research method consists of two stages: the apprehension of phenomena and the understanding of collected data. The collection instruments used, being open and semi-open questionnaires, aim to enable detection of symbolic material, and are formulated in order to capture conscious and unconscious contents. The collected data was also analyzed through quantitative methods, which serve as a subsidy for the qualitative analysis. According to PENNA (2009), "the use of data that receives a quantitative treatment to enlarge and/or deepen the symbolic analysis and the discussion of the material of the research in the perspective of analytical psychology" is recommended (p.109-110, personal translation).

The study covered undergraduates of the fourth and fifth year of the Psychology course at the Federal University of Paraná (UFPR) in the year 2018, regardless of their gender, who were enrolled in the discipline of Monograph. The context of data acquisition was institutional, and the invitation to participate in the research was divulged exclusively to university students, via institutional email. The data collection was performed through an online questionnaire, which according to Faleiros et al. (2016) provides convenience to research participants, factors that influence in the betterment of responses. Final sample resulted in 12 participants, out of a potential 86.

The questionnaire was composed of both open-ended and closed-ended questions, divided into 4 categories: Sociodemographic Profile, which seeks to know the subject of the research and its background; Research Area and Specificities, related to the area of study and type of research carried out by the

participants; Perceptions of the Research Experience, categorizing questions that aim at a broad and open description about the process of preparation of the monograph, from the choice of the advisor to the last stages performed to the last realization stages; and Experienced Feelings, a category of open-ended questions added to the use of an adapted version of the Emotional Well-being and Emotional Malaise scales of Catalán et al. (2008) for the Portuguese language (Runa, Miranda, 2015).

The understanding of the phenomena was accomplished through the reading and symbolic processing of the material, whose chosen image was the experience of performing a monograph. Such image is taken from certain parameters: the causality, the purpose and the synchronicity present in the symbolic events (Penna, 2004). Thus, use has been made of symbolic reading as the means by which the unknown aspects of the symbol become known.

The method for reading symbolic data applied in this study is based on the work of Penna (2009), and its main stages are described below. For the symbolic processing of the data to be performed, a general review of all collected material is first necessary, evaluating the need to complement or discard the data. Next, reconstitution of the context for seizing the material should be considered and translated into "readable text", as a stage of organization and preparation of the material for analysis. During this preparation, the researcher looks for relevant similarity and/or discrepancy patterns, defining what type of analysis the material allows and selecting the angles by which the understanding of the phenomena will be routed. Thus, in this step, the most significant elements available for analysis are highlighted from selected categories. Having located the main available elements of meaning, Jungian analytical theory is used as a basis for the interpretation of the results. The main parameters of analysis are: causality, purpose, eventual synchronicity, prominent archetypal patterns and compensatory function of the symbol in relation to the collective and individual unconscious (Penna, 2009).

Presentation of Results and Discussion

In the data obtained and its analysis, the separation between the feeling as a experienced sensation and the feeling as a function of evaluation was demarcated. In this sense, by feeling experienced, it is important to mention that other functions can present feelings in an affectionate way (Jung, 1976), acting in an indissoluble fusion with other functions, such as perception and emotion.

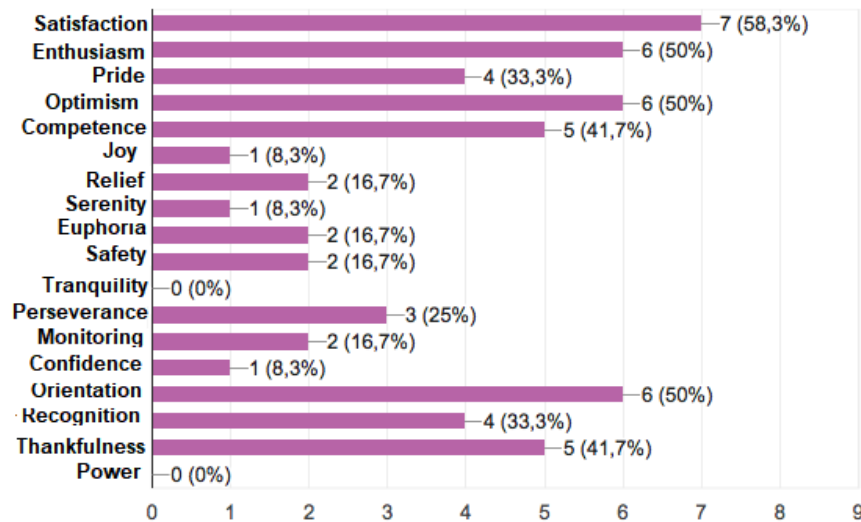
Data was obtained from twelve students - out of 86 to whom the questionnaire was sent via email. Of these, it can be observed that the average age is 25.33 years, and that 3/4 are female. Regarding the previous schooling, it was observed that half of the participants studied exclusively in a public school, and that half are also engaged in paid activity. Of these, 57% have a workload of more than 30 hours per week. With regard to higher education, 75% of participants are in their first undergraduate course, and 1 in 4 is currently disenrolled from one or another course-related activity. 50% of the participants conducted/carried out a Literature Review research in their monograph, and half considered the Monograph discipline extremely important for their academic and professional background.

From the Scales of Emotional Well-being and Emotional Malaise, some important data can be analyzed. Among participants, 1/4 reported no positive feelings about the monograph. In addition, the **insecurity** appeared in 91.7% of the participants, being the most experienced feeling. On the other hand, **confidence** was described by only one person in the sample. Still in relation to the negative feelings, 83.3% of the participants claim **anguish**, 75% claim **frustration**, 66.7% claim **stress** and 58.3% **worry**.

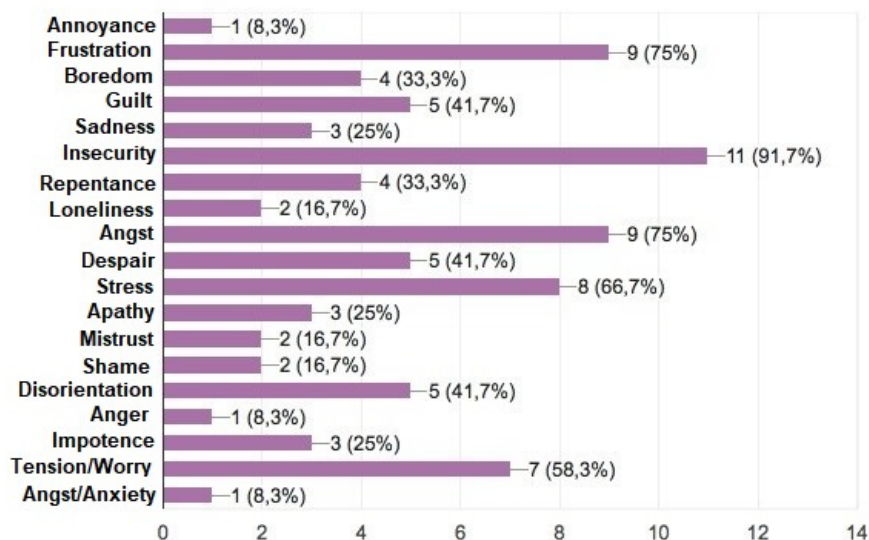
All negative feelings were pointed out at least once, unlike positive feelings: no participant identified with feelings of **tranquility** and **power**. **Joy**, **confidence** and

serenity were marked only once, the first two being by the same participant. From this data we can see that the task of the monograph does not appear to be calm or simple, and is even capable of eliciting feelings that seem, at first, opposites or competitors, something natural to the ambivalence of individuals.

Just over half of the sample reports the emotion of **satisfaction** (58.3%), and half report **enthusiasm**, **optimism** and **monitoring**. It is interesting to note that negative feelings are significantly closer to a consensus among participants, while positive feelings maintain a wider distribution. In the same sense, the average of items selected in the Emotional Well-Being Scale was 4.5, while in the Emotional Malaise Scale, 7. These data suggest common obstacles among students and that they present themselves in greater numbers, when in comparison with the positive feelings experienced.



4.1.1 Table of feelings positively evaluated by the feeling function



4.1.2 Table of feelings negatively evaluated by the feeling function¹

Based on the Analytical-Jungian concept of feeling, which is distinguished from simple passive and involuntary sensations and informs us if a given phenomenon is acceptable or unacceptable, we are allowed to judge and evaluate. Among the feelings indicated as experienced during the monograph, there are those who express difficulties. Thus, feelings of **insecurity** (91.7%) and **frustration** (75%) were the most cited. Coupled with this, it was observed that 41.7% of the participants pointed out the emotion of **disorientation**. These data suggest the need for focused and individualized attention to monitoring, with the purpose of providing clarity in the elaboration and evaluation processes, as well as attenuating the feeling of insecurity experienced by the academic. However, the creation of working groups among students may be an alternative: assuming that each teacher has a certain number of specializations, the general field of knowledge in which his / her students will develop the monograph is limited to certain areas of research. Thus, by enabling small groups that share common research interests, the instructor enables the exchange of knowledge among students, fostering debate and cooperation among students.

¹The "Distress / Anxiety" category is included in the "Anxiety" category, thus totaling 10 affirmative answers

Turning to the justifications written by the participants, another point to be highlighted is that even when questioned about positive feelings, 50% of the participants mentioned only or partially negative feelings, such as anxiety and hopelessness. The main responsible for these negative feelings were difficulties of learning and the weight of the task, indicated as triggers of panic attacks and, above all, the abandonment of academic writing. Among those capable of reporting positive feelings, only one does not judge Personally or Affinity to the experienced. This suggests that the relationship between the interests of the student and the subject of their research can be decisive in the success of the task, both in relation to the quality of the monograph produced and in the preservation of their mental health.

Participant	Feelings Experienced	Personal Evaluation of Feelings (Feeling Function)
1	Satisfaction, pride, competence	<u>Good orientation</u> , Therapy, Anxiety
2	Gratefulness*	Anxiety
3	Satisfaction, enthusiasm, pride, optimism, competence, joy, confidence, orientation, recognition and thankfulness	<u>Personal meaning</u> , Time
4	Satisfaction, enthusiasm, pride, optimism, competence, relief, perseverance, thankfulness and recognition	<u>Personal meaning</u>
5	Euphoria*	Anxiety
6	Satisfaction, enthusiasm, optimism, security, perseverance, orientation	<u>Good orientation</u> , Foundation, <u>Theme affinity</u> , Perspective, Time
7	Monitoring*	Mandatoriness, tiredness, disinterest, Hopelessness
8	Satisfaction, competence, serenity, euphoria, perseverance, thankfulness	Personal fulfillment, Contacts, Time, Anxiety, Hopelessness
9	Satisfaction, enthusiasm, optimism, orientation and recognition	<u>Theme affinity</u> , <u>Good orientation</u> .
10	Enthusiasm*	Perspective, Time, Disorientation, Hopelessness, Writing hardships

11	Satisfaction, enthusiasm, pride, optimism, competence, relief, monitoring, orientation, recognition, thankfulness	<u>Good orientation, Theme affinity</u>
12	Optimism, security, monitoring, orientation	<u>Good orientation</u> , Personal characteristics

4.1.3 Results of the research describing the positive feelings experienced by the participants and their evaluation (according to the analytical feeling function)

** itens selected by the participant, but later justified as "I marked this item because I needed to mark something"*

In relation to the feeling function as an evaluation of the feelings judged negative by the participants themselves, the results were:

Participant	Feelings Experienced	Personal Evaluation of Feelings (Feeling Function)
1	Frustration, insecurity, stress	Nature of work, Pressure, Time
2	Boredom, insecurity, loneliness, anguish, stress, disorientation	Disorientation , Disinterest, Learning Difficulties
3	Frustration, insecurity, anguish, tension / worry	Nature of work, Anxiety, Time
4	Anxiety, Stress	Disorientation , Tiredness, Time , Writing hardships
5	Frustration, guilt, sadness, insecurity, repentance, anguish, despair, stress, apathy, shame, disorientation, anger, impotence, tension / worry	Pressure, Illness
6	Frustration, insecurity, despair, apathy, disorientation, tension / worry	Disorientation
7	Annoyance, frustration, boredom, guilt, sadness, insecurity, anguish, stress, apathy, mistrust, tension / worry	Value assigned to work, Obligation
8	Frustration, boredom, insecurity, anguish, loneliness, repentance, disorientation, impotence, tension / worry	Disorientation , Writing hardships, Lack of Contacts, Time
9	Insecurity, stress	Value assigned to work, Personal characteristics
10	Frustration, boredom, guilt, sadness, insecurity, anguish, despair, mistrust,	Disorientation , Tiredness, Time , Writing hardships, Insecurity

	shame, disorientation, impotence, tension / worry	
11	Frustration, guilt, insecurity, repentance, anguish, despair, stress	Value assigned to work, Financial difficulties
12	Frustration, guilt, insecurity, repentance, anguish, despair, stress, tension / worry	Insecurity, Disorientation, Time

4.1.4 Results of the research describing the negative feelings experienced by the participants and their evaluation (according to the analytical feeling function)

The personal evaluation of feelings, found in the criteria, has a distinction by the Jungian analytic psychology: "Positive and negative feelings, as content, differ from the higher and lower use of the feeling function" (HILLMAN 1990: 150, personal translation). That is, it is possible to have positive feelings about something and to use the lower form of feeling function, manifesting it in a deviant way, for example. Evidence of this are instances in which participants fail to describe positive criteria in the same proportion as their positive feelings experienced.

This picture shows that the preponderance of feelings classified as negative is greater than the positive ones. This can occur due to poor preparation offered by the university to the students, who end up getting to their unplanned and unsafe course completion work. Yamaguchi and Furtado (2018) attribute the difficulty of university students to a deficit in the preparation of reading and scientific writing obtained by them. In this way, they mention that higher education could offer writing, reading and research courses, as well as the greater use of articles in the subjects, aiming at the student to overcome such a barrier to their training. Still in regard to insecurity, Gulassa et al. (2013) affirm that an unfriendly and careless supervisor may favor the student's experience of insecurity and abandonment of writing.

Data analysis showed that, according to participants' personal evaluation, **Time** and **Disorientation** appear as significant for 50% of the participants. **Time**,

according to the reports, includes the various other parallel demands of academic and personal life, as well as the elaboration of the monograph itself, and the deadline for its delivery.

25% of the participants evaluated **writing difficulties** as being significant for the feelings experienced, reporting exhaustion in the process of writing the monograph, annoyance for the writing action and shame for thinking that writing did not reach the required level. **Value attributed to the work** was described by 25% of the participants as being a criterion in their lived feelings, being an activity of considerable importance in the academic experience, with several important decisions to be taken in the elaboration of monograph.

Regarding **Disorientation**, 50% of the participants judged their negative feelings as a criterion for their feelings, detailing not knowing how to proceed in the elaboration of monographs, difficulties in formulating a research objective, repentance for the choice of the advisor and the way in which they wrote the text. This criterion is strongly impacted by the supervising teacher responsible for supervising the student. In addition, experienced feelings of **insecurity** may emerge when supervisors spend insufficient time on mentoring tasks, in addition to the fact that the moments of supervision are autocratic. This is revealed by the research by Leite Filho and Martins (2006), in which the lack or absence of contact with the advisor was referred to as the greatest difficulty factor in the research.

Only one participant does not work with the supervisor he or she has chosen, and everyone reports a good relationship with the supervisor, but only those who fail to indicate positive feelings make some kind of objection: 'It's good, but we wish we had more meetings'; 'Very good, although she trusts me too much, leaving me freer I believe, not to pressure me'; 'Good, although I feel that because of my difficulty in getting myself engaged and going, and after four years working together, she is a bit worn-out.' It is also interesting to note that only two

participants have no theoretical framework in their research, and both reported predominantly negative feelings assessed.

Concerning the criterion **Time**, present in the significant discourse of half of the participants, usually by reports describing insufficient time to reconcile the demands of personal and academic life with the elaboration of a monograph, a parallel could be found between the question of insufficient time and the use of feeling function as evaluation tool:

Feeling can be, in essence, just a matter of giving time to things; and patience, the art of slowness, may be, as mysticism wants, the last flower of human sentiment. [...] When I do not have time for you, I give you little value. And when we ask what or to whom a person devotes his time, we discover a lot about his feeling. The time we spend can express the very feeling we have. (HILLMAN, 1990, p. 210, personal translation).

The lack of time, therefore, can be a factor in the negative evaluation of the elements experienced by the students in the process of elaborating the monograph: Without sufficient time to be able to judge what is perceived to them, the participants cannot evaluate their feelings in a suitable way that minimize its effect.

Perhaps because of this difficulties - as in writing - are very present in the participants, corroborated by the criterion **Writing hardships**: the factors that prevent the superior use of the feeling function, as insufficiency of time, influence the students to make use of the inferior function of feeling, which for Hillman (1990), results in difficulties in defending his feelings by, for example, fulfilling unpleasant tasks such as the elaboration of a monograph (with all the negative criteria and feelings described in vogue may be).

Another element present in the speeches and recognized symbolically according to the nature of the work of performing monographs involves **Personal characteristics**. Factors such as social experience, physical and face-to-face

coexistence in settings such as family, place of study, workplace, circle of friendships (or lack thereof) were identified as influencing academic performance relevant to Jung's comment:

[...] And so it is necessary that our experiences pass first through a real experiential process as lived. We can have any kind of experience; but if we go through it alone, then it is as if we have not really realized it. It is necessary that we share with someone, so we will have the possibility to become fully aware. (JUNG, 2015, p. 14, personal translation)

That is, in the Analytic-Jungian theory, feeling as a function is conceived as acting not only in relation to the neighbor **or** to you, in an introverted way, but also through the relations between the neighbor **and** the self, necessitating the human affective interaction for that is best used.

Conclusion

The data obtained was symbolically apprehended in relation to the image chosen as the object of study of the research, in this case, the student experience in the process of writing a monograph, and call attention to the need to formulate preventive actions, regarding feelings experiences during the monograph. The operationalization of the concepts had a positive effect on this formulation of preventive actions, when exposing pertinent questions in the experience of the students in the preparation of the monograph.

The prevalence of feelings assessed as negative is high when compared to positive feelings as assessed. Thus, from the current research, it was found that among the academics who perform the discipline of Monograph in the course of Psychology at UFPR in 2018, such task is influential in more negative experiences - and sometimes even described as traumatic or sickening - than positive.

Therefore, it is fundamental to bring awareness to this problem, since the feelings of **disorientation**, especially **insecurity** and **frustration**, experienced in this academic phase, contribute - when evaluated by the students in a harmful way - to their illness. In this way, it is suggested the development of exploratory researches that investigate the motives behind certain experiences of negative feelings, recurrent among students. With such data, it would be possible to develop strategies to reduce and prevent illness among university students, which is considered one of the most urgent demands of higher education nowadays.

Also, for a better understanding of the factors that anticipate this experience, it is suggested that research be carried out aiming at the main difficulties, challenges and limitations of the teachers who guide course completion work. Keeping in mind that disorientation was a strongly cited factor in our research, it is important to understand why some teachers end up not being able to adequately guide the students for whom they become responsible. In addition, it is suggested that students in the process of writing a monograph should be better prepared by the advisors to make an assessment of their own feelings and their meaning, because as described by the Analytic-Jungian foundation, the feeling function as a judgment can be adapted to the set of values and experience of the subject, so as to be able to - with appropriate monitoring - to better evaluate their perceptions and sensations in superior use, thus assigning positive or neutral criteria instead of negative ones in inferior use. One possible way to do this would be to allow more time for the students to elaborate the monograph, or to reduce the amount of subjects parallel to the Monograph discipline, thus allowing the feeling function to be used as an evaluation of previous events ideally.

Finally, the main limitations of the study are highlighted. Firstly, due to the sample of students - from a course whose graduation course work consists of the preparation of a monograph - it was not possible to analyze the specific difficulties

and demands of university students submitted to other categories of work, such as the production of a scientific paper or the preparation and execution of technical projects. Certainly, the nature of the work and the area of knowledge are important factors to be considered, both with regard to the feelings experienced by the students and the possible forms of intervention. Another relevant fact that cannot be evaluated is the relation between the performance of remunerated activities and the feelings experienced in the preparation of the monograph. Among the participants who claim to be engaged in paid work with a workload exceeding 30 hours per week, 75% reported having no positive feelings about their monograph. Thus, further studies that investigate the correlation between the time available for the task and the feelings experienced by students can contribute to the improvement of the academic environment as a whole.

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Recebido em: 11.12.2018
Aceito em: 17.06.2019