

Psychology education: the principle of integrality and the theory of autopoiesis

Abstract

This article presents the results of a research that aimed to discuss the political-pedagogic projects of public and private undergraduate courses in Psychology in Brazil, available on the websites of the universities. By taking the principle of integrality of Brazil's National Health System (SUS) as a standard, we understand that this principle can move us closer to the comprehension of the broadened concept of healthcare. Thus, based on both the theory of autopoiesis and the enaction concept by Maturana and Varela, we have addressed the way through which the dichotomies in healthcare practices were produced by different fields of knowledge, such as Medicine and Psychology, i.e. separately from the life contexts and experiences of the subjects upon whom they act. In addition, we have discussed some alternatives that may bring advances to the current models of academic education and healthcare, which usually decontextualize experience.

Key-words: Psychology education; Principle of integrality; Theory of autopoiesis.