### Name
Internship _ Educational Psychology

### Teaching staff
Ana Margarida Veiga Simão (Coordenator), António Duarte, Isabel Janeiro, Alexandra Barros, Dulce Gonçalves; Maria João Alvarez, Odília Teixeira.

### ECTS
30

### Functioning
Field work in a Health Institution; individual supervision

### Learning goals
The internship aims to promote the direct contact of students with training areas in the field of Educational Psychology (specific training including learning, vocational guidance, promotion of health and welfare) and the acquisition of the skills necessary for professional integration. Specifically, the internship is aimed at increasing the knowledge acquired in the other C.U. and their articulation with professional educational services environments as well as the acquisition of specific skills in assessment, diagnosis and intervention in different contexts of educational psychology.

It is also an objective the student’s personal development and the acquisition of appropriate attitudes to different levels of interpersonal, group and organizational relations. The internship report should include a synthesis of activities as well as a personal reflection on the implications of these activities for the professional and personal development (max. 100 pages).

### Skills to be developed
The internship adopts a model of learning through direct experience, implying that it must be accompanied by readings and discussions in the individual supervision, throughout the different phases and tasks that the student will develop during the internship.

The internship takes place in a educational institution: Public and Private Schools, Autarquias/Council, Professional Training Center, Support Offices and other community institutions and implies that the student has contact with different functions and forms of integration of psychologists in this institution.

### Prerequisites (precedences)

n.a.
### Contents

The contents already worked in previous C.U. related to the different functions of assessment and intervention are revisited in perspective of the discussion of the its application and its capabilities and limitations, namely:

- Specific assessment, diagnostic, case conceptualization and psychological intervention in educational contexts;
- Personal, ethics and deontological and interpersonal competencies adequate to the educational institutions.

### Bibliography

Students are encouraged to review the fundamental discussed in previous curricular units and to autonomously search relevant and recent articles. Further references are indicated according to the specific institutions, ongoing projects and identified needs.

### Teaching methods

The Internship follows a methodology of learning by observation and insertion in professional practice that begins with observation and develop through a progressively more autonomous practice. The student begins by observing the work of psychologists and the institutional dynamics, participates in team meetings and orientation sessions with the supervisor of the institution and will progressively see the different functions of psychologists of the institution and then assume more autonomous tasks and functions, always with the supervision of the teaching faculty that allows to prepare and anticipate the difficulties inherent in this performance, and then discuss its implementation and results, in conjunction with the supervisor of the institution. With a frequency to be scheduled, may occur seminars with variable themes, where theoretical and practical issues are debated, chosen for their relevance to the development of projects of trainees. These correspond to times when the trainees are actively involved, either taking responsibility for organizing, or sharing experiences, knowledge and concerns, an attitude that aims to be accurate and reflective.

### Evaluation Regimes (General and/or Alternative)

Continuous Evaluation during the year.

### Evaluation Elements

The evaluation is based on the integration and student performance throughout the year and in the report, and on the information of the institutional adviser about attendance, punctuality, compliance with the rules of the institution, autonomy, progress. The final report is due in June (1st phase) or October (2nd phase).

### Rules for grade improvement

n.a.

### Rules for students having previously failed the course unit *

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The student must repeat the internship

**Requirements on attendance and punctuality**

Regular attendance and punctuality are a key element to compete the internship.

**Rules for special students**

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

n.a.

**Language of instruction**

Portuguese.

**Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;

b) To help or try to help a colleague in committing a disciplinary offense;

c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;

d) To present someone else’s work as one’s own;

e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable