



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Psychological Consultation of the Child and Adolescent
Teaching staff (Also indicate the Professor in charge) Salomé Vieira Santos (Professor in charge)
ECTS 6
Functioning 1st semester; theoretical and practical classes
Learning goals To acquire knowledge on: • basic parameters of psychological consultation • specificities of intervention with children, namely in relation to forms of communication adapted to their developmental level • playing and drawing activities from a developmental perspective and in terms of symbolic decoding of the conveyed communication • work with parents in psychological consultation with children/adolescents • organization of a case study with child/adolescent
Skills to be developed



- conducting interviews with children/adolescents, with knowledge of how to manage strategies suitable for development of the interaction
- choice of the most appropriate forms of communication (according to the development phase)
- understanding of the symbolic communication conveyed through play and drawing activities
- decoding the meanings expressed by children and adolescents in their verbal and non-verbal communication, enabling an understanding of their individual characteristics, development and psychological functioning
- work with parents during the helping process
- specificities in organization of a clinical case of child/adolescent

Prerequisites (precedences) *

Students are recommended to be attending the CUs Child and Adolescent Dynamic Psychopathology, and Psychological Assessment of Children and Adolescents. There are no prerequisites.

Contents

- general outlines of the clinical interview and its adaptation to the psychological consultation of the child/adolescent (Thematic Unit 1)
- organization of the transitional space in psychological consultation with the child through the use of play and drawing activities (Thematic Unit 2)

During this thematic unit students are required to accomplish two practical assignments: 1 - theoretical and practical commentary on an interview with a child (previously analyzed in practical classes); 2 – to conduct an interview with a child (who, optionally, may be of preschool or school age); for this interview students must present a descriptive report, accompanied by a theoretical and practical commentary. The discussion of the interview will be carried out in the practical classes

- specific aspects of the helping process for children and adolescents (Thematic Unit 3)

Bibliography

Carr, A. (2006). *The handbook of child and adolescent clinical psychology. A contextual approach* (2nd ed.). London: Routledge.



Jolley, R. P. (2010). *Children & pictures – Drawing and understanding*. Chichester: Wiley-Blackwell.

Landreth, G. L. (2012). *Play therapy: The art of the relationship*. New York: Routledge.

Shirk, S. R., & Burwell, R. A. (2010). Research on therapeutic process: In psychodynamic psychotherapy with children and adolescents. In J. Tsiantis & J. Trowell (Eds.), *Assessing change in psychoanalytic psychotherapy of children and adolescents* (pp. 177-205). London: Karnac Books.

Sorensen, P. B. (2005). Changing positions: Helping parents look through the child's eyes. *Journal of Child Psychotherapy*, 31(2), 153-168.

Teaching methods

- theoretical classes (*via zoom*) - mainly expositive

- practical classes (*presential*) focusing on:

- . group discussion of excerpts of interviews with children (pre-school and school aged), with and without identified problems;

- . group discussion of interviews conducted by students (2nd practical assignment) with pre-school/school children without identified problems.

Should a situation of total lockdown occur, the alternative to this assignment will be as follows: to complete extracts from an interview with a child (provided by the teacher) in which several verbalizations of the psychologist are missing, and to develop a theoretical-practical comment on the interview.

The teaching-learning strategies implemented in this CU are not compatible with large groups, therefore students should be equally distributed in each of the practical classes.

Note: in a situation of total lockdown, practical classes will be taught via zoom

Evaluation Regimes (General and/or Alternative)

General evaluation regime (there is no alternative regime).

In order to be evaluated, the students are expected to have completed all the evaluation elements specified below.

Evaluation Elements (Dates due, weights, minimum required grades)

Evaluation is continuous and is carried out according to the following information:



- theoretical and practical commentary on a clinical interview (1st practical assignment) – 10%
- interview with a pre-school/school child (2nd practical assignment; *in a situation of total lockdown this assignment will have the aforementioned characteristics in the previous point*) - 30% (degree of adequacy in conducting the interview and ability to reflect on its management; elaboration of a theoretical and practical commentary to accompany the report of the interview)
- analysis of interview material, carried out individually and in writing - 40%: excerpts of an interview with a child are presented and students must answer specific questions related to how the interview was conducting, understanding of the meanings transmitted by the child through his/her diversity of behaviors and interactions, and understanding of the dynamics of child psychological functioning (*in a situation of total lockdown, this final evaluation will be carried out via zoom*)
- participation in practical and theoretical classes - 20%

Rules for grade improvement

Grade improvement will only be accepted for one of the components that contribute to the final evaluation, namely the above mentioned third component.

Rules for students having previously failed the course unit *

The frequency of theoretical classes is not mandatory for students who have met the requirements of attendance in the previous academic year.

Requirements on attendance and punctuality

Students who have not attended 2/3 of the theoretical classes and 2/3 of the practical classes will not be evaluated.

Rules for special students

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

Special students have the same type of evaluation as regards the accomplishment of the two practical assignments and the analysis (individually written) of the interview material.

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