

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Models and Methods of Assessment and Intervention with Children and Adolescents
Teaching staff Isabel Sá (Professor in Charge) Marta Gonçalves
ECTS 6
Functioning Theoretical and practical classes; 4 hours per week
Learning goals To acquire knowledge and skills about models and methods of getting information to proceed with psychological assessment, to make clinical decisions and to decide how to intervene with children and adolescents and their families
Skills to be developed - To acquire knowledge and skills about models and methods of getting information to proceed with psychological assessment - To acquire skills conceptualization of therapeutic processes, organize and articulate the information in order to be able to make clinical decisions throughout the process of assessment and intervention - To acquire knowledge and skills on cognitive-behavioral models and methods of clinical intervention, specific to children and adolescents at different developmental stages, with different issues and from different socio-cultural contexts. - To know, decide and implement methods of intervention respecting ethical and deontological principles
Prerequisites (precedences) * Not applicable
Contents - Clinical interventions with children and adolescents. Questions, problems, challenges. Developmental characteristics. - Psychological assessment with children and adolescents. Clinical Interview

- Processes of clinical decision through assessment and intervention. Conceptualization of clinical cases
- Behavioral models: the paradigms of classical and operant conditioning and their interventions techniques
- Cognitive-behavioral models: the paradigm of social learning, techniques of self-control
- Cognitive-behavioral models: self-control and verbal self-regulation; social assertion and self-affirmation; problem solving
- Cognitive models
- Models of intervention in counselling parents

Bibliography

- Carr, A. (2008). The Handbook of Child and Adolescent Clinical Psychology (2nd. Ed.). New York: Routledge
- Ellis, A. & Bernard, M. (Eds.) (2006). Rational Emotive Behavioral Approaches to Childhood Disorders. New York; Springer Publications
- Kendall, P. (2010). Child and Adolescent Therapy - Cognitive-behavioral Procedures (2nd. Ed.). New York: The Guilford Press
- McConaughy, S. H. (2005). Clinical Interviews for Children and Adolescents; Assessment to Intervention, New York: The Guilford Press
- Martin, G. & Pear, J. (2010). Behavior Modification - What it is and how to do it. (9th. Ed.) New Jersey: Prentice Hall

Teaching methods

Classes with didactic and experiential components:

- Exhibition of the theoretical part of the themes by the teacher
- Discussion and analysis of cognitive-behavioral methodologies by providing students with prior texts for each theme of the program
- Practical training analysis and discussion of clinical interventions through the use of clinical situations related to assessment and intervention techniques
- Simulation of clinical situations using role-play

Plan A: The didactic classes will be by videoconference from 10h to 12h; the two classes in the afternoon will be a live with two different groups of students: 1st group from 14h to 16h; 2nd group from 16h to 18h.

Plan B: All classes will be at distance.

Evaluation Regimes

- Continuous evaluation and final evaluation

Evaluation Elements

The evaluation is carried out in function of two parameters:

- . The completion of a final written work (with consultation), weighting of 70% of the final grade. It is necessary to obtain a minimum score of 10, on this parameter, for the student to pass the course.
- . Interventions in classes, participating in discussion groups, and practical works, weighting 30% of the final grade.

Rules for grade improvement

The completion of the final written work is the only parameter that can be repeated if students request improvement of the final grade.

Rules for students having previously failed the course unit *

Students having previously failed the course unit are subject to the same rules as students attending U.C. for the first time

Requirements on attendance and punctuality

Classes are in attendance, so the frequency of the course is compulsory*, with a maximum of three unexcused absences.

Punctuality is required

* Both online and a live situations

Rules for special students - Not applicable

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:

- To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- To help or try to help a colleague in committing a disciplinary offense;
- To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- To present someone else's work as one's own;
- To forge, or change without permission from the author, any information or citation in an academic work;
- To interfere, change or attempt to change grades;
- To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- 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