



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Pediatric Psychology
Teaching staff Luisa Barros (Coordinator); Margarida Custódio dos Santos; Ana Isabel Pereira
6 ECTS
Functioning: 4-hour theoretical-practical classes per week
Learning goals: 1. To know the main areas of intervention and its objectives and methodologies, aimed at the different stages of childhood and adolescence, to the management of common health problems and adaptation to chronic conditions and rehabilitation. 2. To know, relate and discriminate the main intervention paradigms in the field of pediatric psychology. To apply a developmental perspective to the formulation of objectives and selection of intervention methods in pediatric psychology. 3. To know, select and outline methodologies for assessment and intervention in pediatric clinical psychology addressed to the various problems of adaptation, experience of illness and the treatment and rehabilitation in situations of behavioral and emotional disturbance and acute and chronic illness, .4. To review and discuss scientific articles in the field of Pediatric Psychology.
Skills to be developed - To identify the main problems of health and development in childhood and adolescence and understand their psychological implications thereof. - To apply the developmental principles to the analysis of the psychological problems associated with the disease and dysfunction, and to the intervention programs.



- To know how to select, plan and implement the main methods of intervention in pediatric clinical psychology.
- To know how to select, plan and implement the intervention methodologies of pediatric psychology to the intervention with parents
- To know how to critically read and interpret scientific literature in this domain.

Prerequisites (precedences) *

There are no precedents. However, students must have acquired, or seek to acquire, basic knowledge in Developmental Psychology and Psychopathology, Behavioral and Cognitive Method and Health Psychology.

Contents

1. Pediatric Clinical Psychology: Goals and areas of intervention; pediatric psychologist functions; similarities and differences with other areas of psychology. Foundation disciplines: health psychology; cognitive and socio-cognitive developmental psychology child and adolescent developmental psychopathology.
2. Beliefs and meanings in pediatric psychology: child and adolescent meanings; meanings of adults (Parents, educators and health professionals).
3. The pediatric clinical psychology consultation.
4. Intervention process with parents in Psychology Pediatric Clinic: decision-making, objectives and phases.
5. Interviewing children and adolescents.
6. Intervention process with children and adolescents in Psychology Pediatric Clinic: behavioral, cognitive and constructivist methodologies..
7. . Feeding, sleep, and elimination problems,: assessment and intervention
8. . Anxiety and depression in the pediatric clinic: evaluation and intervention.
9. . Behavior problems and hyperactivity: assessment and intervention
10. . Children in the hospital: risk and protection conditions during hospitalization: Impact to the child and the family.
11. . Pediatric pain: prevention and control.
12. . The pediatric chronic illness: adaptation and adherence.

Bibliography

Barros,L. (2003) Psicologia Pediátrica: perspectiva desenvolvimentista. Lisboa: Climepsi.

Barros. L., (2004). Perturbações de eliminação na infância e adolescência. Climepsi Editores

Rapoff, M (2010). Adherence to pediatric medical regimens 2º edition. NY: Springer.

Roberts M., (2009). Handbook of Pediatric Psychology (4th edition). The Guilford Press NY

Pereira, Al; Goes, AR & Barros,L (2015). Promoção da Parentalidade Positiva: intervenções psicológicas com pais de crianças e adolescentes. Lisboa: Coisas de Ler.



Teaching methods

The work for this C.U. is based, in large part, on the individual reading and critical analysis of texts from different authors, in preparation for classes. This work is weekly and prepares the student to the exercises conducted in class.

The teachers' oral presentation and discussion aims to integrate the texts read in the broader conceptual models and offer examples of practical application in different contexts.

For the proper functioning of the class it is essential to comply with attendance rules, punctuality, and respect for others.

Evaluation Regimes (General and/or Alternative)

Continuous assessment. No alternative final regime.

Evaluation Elements

- Portfolio with three application exercises (70%):

A brief test (30%)

If considered relevant by the teachers, the reports may be subject to oral presentation and discussion.

Rules for grade improvement

Only 1 of the application exercises can be submitted to improvement.

Rules for students having previously failed the course unit *

N.A.

Requirements on attendance and punctuality

The maximum number of allowed absences is 3.

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

Students in a special regime should participate in all activities. Some adjustments may be done in case of force majeure, and decided case by case, but the CU is of mandatory attendance



Language of instruction

The language of lectures is Portuguese, but it is essential the mastery of English for reading the mandatory scientific texts

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