



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme \_\_\_\_\_ Masters in cognitive and social Psychology \_\_\_\_\_

<b>Name</b> Internship seminar
<b>Teaching staff</b> (Also indicate the Professor in charge) Mário Ferreira (in charge) José Manuel Palma Ana Sofia Santos Tomás Palma Tânia Fernandes Manuela Calheiros
<b>ECTS</b> 30
<b>Functioning</b> Training work at the institution or research team of internship; weekly supervision with adviser
<b>Learning goals</b> Main goals are: to provide the students with the necessary skills do research and intervene in the areas of Environmental psychology, consumer psychology, psychology and Law as well as in other areas of basic and applied cognition and social cognition. To develop and adopt a cognitive approach of the human being stemming from the notion any human competence can only be clarified when we are able to make explicit the way the relevant information is represented, how this representation is implemented and what mental processes operate in these representations.
<b>Skills to be developed</b>



The skills to be developed include research and intervention skills in agreement with the abovementioned cognitive approach. Namely, a) ability to use the general logic of the scientific method for solving concrete problems; b) ability to use the most adequate instruments to characterize the mental representations and the cognitive factors involved in each applied domain of intervention; c) ability to model cognitively the situations at stake; and d) ability to propose research and intervention plans able to increase our knowledge and to contribute to solving problems in these domains.

**Prerequisites** (precedences) \*

### **Contents**

Contents already studied in the U.C. of the applied social cognition section and related with the different intervention/applied functions are revisited and further discussed in terms of their potential applications (in the internship).

The subject matters approached during supervision and the internship seminar are chosen depending on the different internship contexts; on the integration stage of the student (on the institution of internship); and on the specific tasks being developed. The goal is to articulate the aforementioned theoretical and methodological contents with the intervention domains in the internship institution.

Regular supervision and the internship report allow for the evaluation of the methodological rigor, quality of the actions taken, autonomy and innovative capacity demonstrated by the students.

### **Bibliography**

Bibliographical references will be provided according to a) the students projects in their internships, b) the specificities of each institution; and c) detected needs.

### **Teaching methods**

The internship follows a methodology of learning via observation and interaction with the professional activity developed in the institution. It develops towards higher levels of students' autonomy. That is, students begin by observing the team work and dynamics of the institution, they participate in team meetings as well as orientation sessions, and they progressively assume more autonomous tasks, always under the supervision of their advisers at the faculty of psychology in articulation with the supervisor at the institution.

Students are responsible for developing an applied research internship project and may request individualized support from their advisers at any point in time. Regardless, student and adviser meet regularly to discuss the internship progress. These meetings are centered in the elaboration of the internship project (definition of goals, type of intervention, development of adequate strategies, instruments, measurements, etc.) but serve also to promote students' reflection about their internship, developing skills, difficulties, deontological attitude, etc.



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

Evaluation is based on the performance of the student at the internship and on the internship report. The internship report should include a summary of the internship activities, an individual reflection concerning the implications of such activities for the students personal and professional development, and a psico-sociological description/analysis of the institution. It is also required that the students include in the report an applied research project to intervene on an issue/problem/difficulty identified by them in the institution.

**Evaluation Elements**

(Dates due, weights, minimum required grades)

Students performance during the internship (40%, evaluated in coordination with the responsible for the internship at the institution) and final internship report (60%)

**Rules for grade improvement**

n/a

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

n/a

**Requirements on attendance and punctuality**

Attendance to the internship institution is required in order to obtain a passing grade

**Rules for special students**

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

**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