

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2022/2023

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| <p>Name</p> <p>Internship in Human Resources, Work and Organizations Psychology</p> |
| <p>Teaching staff</p> <p>Rosário Lima (Professor in charge) Manuel Rafael Vânia Carvalho Luís Curral</p> |
| <p>ECTS</p> <p>30</p> |
| <p>Functioning</p> <p>Fieldwork in the institution (welcoming entity) and periodic supervision with the supervisor in the Faculty. The internship should be framed by protocol between the Faculty and the place (institution/organization) of internship. The activities to perform depend of the previous work between the FP responsible and the responsible of the service where the internship takes place, the supervisor in da Faculty and the student. It should be included in the draft prepared by the trainee in the early stage of the internship and approved by the head of the institution and the faculty supervisor. This phase is critical to support the socialization experience of the trainee in the context of internship and enables the understanding and integration in the context and mission of the internship place. Once the students have been placed in the internship place, this course takes place during the academic year and must comply with the number of hours defined in terms of student work (ECTS), which includes a total of 840 hours (minimum 420 hours of field work and 65 hours of tutorial guidance/supervision).</p> |
| <p>Learning goals</p> <p>The internship aims to promote the direct contact of students with specific training areas according to the Section of Human Resources, Work and Organizations Psychology, and the acquisition of the skills necessary for professional integration. Specifically, the internship's goals are:</p> <ol style="list-style-type: none"> 1. To contact directly with specific training areas in Human Resources, Work and Organizations Psychology 2. To increase the knowledges acquired in the Curricular Units' Area Expertise. 3. To acquire specific skills in assessment, diagnosis and intervention in organizational context. 4. To acquire appropriate attitudes to different levels of interpersonal, group and organizational relations. 5. To articulate the knowledges acquired with occupational contexts. 6. To acquire skills necessary for occupational integration and adaptation. 7. To contribute to the student's personal development. |



Skills to be developed

The opportunity provided by the activities undertaken during the internship contributes to the development of specific skills in assessment, diagnosis and intervention in occupational psychology and to foster an attitude of inquiry and ethical responsibility. It is also hoped that collaboration and teamwork help to develop a critical sense in relation to themselves, openness to alternative perspectives, critical thinking and sense of support and assistance.

Prerequisites

Order nº11/2021 – Transition process from the Integrated Master in Psychology to the new study cycles

Contents

The contents of the CU's, related to the different functions of evaluation and intervention, are taken up in a perspective of discussion of their application in practice. The contents addressed in the supervision are selected depending on the context of internship training, the integration phase and the tasks that the intern will perform throughout the year and are intended to enable the articulation of the theoretical and methodological contents with its concrete application in the work context. The training Supervisor advises readings, checks the procedural and methodological rigor, the quality of action and the autonomy developed and the capacity for innovation demonstrated. Theoretical questions are deepened, and practical questions are discussed on several themes pertinent to the development of trainees' projects. There are activities in which these participate either taking responsibility for organizing, or sharing concerns, experiences and knowledges and concerns, in an attitude that aims to be accurate and reflective.

The goals and skills established for the Internship are at the level of Acquisition of Advanced Knowledge and Skills in occupational contexts appropriate to the Area of expertise of Human Resources, Work and Organizations Psychology.

The programmatic contents are a sample of advanced knowledge essential to contact with an organization/welcome entity, and with the different functions and forms of integration of psychologists in that organization.

The internship adopts a model of learning through direct experience, which implies the application of the programmatic contents to the intervention of the psychologist in the context of human resources, and respectively methods of evaluation and diagnosis, and intervention techniques.

Bibliography

The references are indicated according to the projects presented by the students with the intervention areas of training activities, with the needs detected and with the specificity of the organizations/welcome entities and its practices.

Teaching methods

The internship follows a methodology of learning by observation and insertion in occupational practice. The student begins by observing the work of psychologists and the organizational dynamic, participates in team meetings and sessions with the supervisor of the welcome entity, and assumes progressively more autonomous tasks and functions, always with the supervision of the Faculty. The trainee is responsible for the development of his/her project and should take the initiative to request individualized support to his/her supervisor. Regardless of this initiative, the supervisor meets periodically with the intern to discuss issues related to his/her activities. Initially this support is aimed at the development of the internship plan/project, focusing on the determination of the objectives of the study and intervention, and building the most appropriate strategy, as well as supporting the most adequate bibliographic search. The meetings with the supervisor must be carefully prepared by the trainee so that they can be relevant in answering to their questions and concerns (e.g., construction of instruments for data collection and subsequent analysis and interpretation; action planning and integration of activities in a coherent line).



The methodology of learning by observation and integration into occupational practice provides the opportunity to perform activities that contribute to the development of specific skills in assessment, diagnosis and intervention in occupational contexts, and to foster an attitude of inquiry and ethical responsibility. It is also hoped that collaboration and teamwork help to develop critical sense in relation to him/herself, openness to alternative perspectives, critical thinking and sense of support and assistance. As this is the final moment of the MA in Psychology, it is aimed to foster reflection about the trainee's course, allowing him/her to evidence the skills developed, the disciplinary contributions to the internship, the perceived gaps, an ethical attitude and of inquiry of his/her practice.

Evaluation Regimes

The evaluation is based on the integration and student performance, in the internship report, and on the information of the institutional adviser about attendance, punctuality, compliance with the rules of the institution, autonomy and progress. More specifically, the evaluation will consist of: internship report prepared by the student; appreciation arising from the supervision meetings; information from the organization where the internship took place on attendance, performance in activities, integration in the team and initiative of the student.

Evaluation Elements

The delivery deadlines (1st and 2nd phases) of the Internship Reports are subjected to the dates defined in the school Calendar for the academic year in question. Students must submit, within defined deadlines, a copy of the Internship Report to the Faculty Supervisor, whose rules of presentation must follow the updated format of the APA Publication Manual. For the preparation of the Report, the Script Proposal for the Internship Report of the Area of Expertise must be taken into account and must comply with the following requirements:

- include an exhaustive description of the activities developed during the internship, as well as a personal reflection on the implications of these activities for the trainee's personal and professional development;
- have a maximum of 80 pages, excluding Bibliographical References and Annexes.

The evaluation of the Internship is proposed by the internship supervisor to be discussed by the Team of Supervisors, and should take into account: - the internship report prepared by the student; - the assessment of supervisory meetings; - the information of the organization where the internship took place on attendance, activities performance, integration in the team and initiative of the student.

Rules for grade improvement

The final classification assigned as an internship grade can't be improved [Article 18 (Internship Evaluation Rules) of the MA in Psychology Regulation].

Rules for students having previously failed the course unit *

The students must repeat the internship if:

- don't have completed at least 420 hours of fieldwork;
- don't have been approved on the basis of the different evaluation elements; - have delivered the Internship Report until one academic year after the internship fulfilment.

Requirements on attendance and punctuality

Attendance, punctuality and active participation in the internship (fieldwork and supervision in the Faculty) are fundamental elements for the accomplishment of the internship, which is considered in the evaluation of the students.

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:

- 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.