

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Program: Master's Degree in Educational Psychology and Counseling

<p>Internship in Educational Psychology and Counseling</p>
<p>Teaching staff</p> <p>Ana Margarida Veiga Simão (Coordinator), Alexandra Barros, Dulce Gonçalves; Maria João Alvarez, Odília Teixeira, António Duarte, Isabel Janeiro.</p>
<p>ECTS</p> <p>30 ECTS</p>
<p>Functioning</p> <p>Annual 2nd Year/1st and 2nd Semester UC mandatory for the master's degree in Psychology of Education and Counseling Field work in a Health Institution; individual supervision</p>
<p>Learning goals</p> <p>The internship aims to promote the direct contact of students with specific training areas in the field of Educational Psychology and the acquisition of the skills necessary for professional integration. Specifically, the internship is aimed at increasing the knowledge acquired in the other CUs and their articulation with the practice in different contexts as well as the acquisition of specific skills in assessment, diagnosis and intervention. It also aims at the students' personal development and acquisition of appropriate attitudes to their performance in different relationship levels, interpersonal, group and organizational. The activity to be developed is framed by theoretical models and by the training of technical skills of psychological assessment and intervention in three areas: learning, career and health and well-being. It enables the development of skills for counselling, guidance, training and consultancy in an individual, group and community approach.</p>
<p>Skills to be developed</p> <p>The internship adopts a model of learning through direct experience, implying that it must be accompanied by readings and discussions in the individual supervision, throughout the different phases and tasks that the student will develop during the internship.</p> <p>The internship takes place in a educational institution: Public and Private Schools, Autarquias/Council, Professional Training Center, Support Offices and other community institutions and implies that the student has contact with different functions and forms of integration of psychologists in this institution.</p>
<p>Prerequisites (precedences) *</p> <p>n.a.</p>
<p>Contents</p> <p>The internship adopts a learning model through direct experience, implying that the internship activities</p>

must be accompanied by readings and reflection / discussion within the supervision, individual or in group, throughout the different phases and tasks of the internship course. The internship takes place in professional contexts appropriate to the practice of Educational Psychology and ensures that the student has contact with an institution and with the different functions and ways of acting of psychologists in that institution. The contents already worked in previous CUs in the different areas of specialty of Educational Psychology - psychological assessment, learning, vocational intervention and health and well-being promotion - and related to different functions, of assessment, intervention, training, counselling, guidance and consultancy, are revisited in perspective of their application and reflection / discussion about their potentials and limits.

Bibliography

Direção-Geral da Educação (2018). Orientações para o Trabalho em Psicologia Educativa nas Escolas. <http://www.dge.mec.pt/noticias/orientacoes-para-o-trabalho-em-psicologia-educativa-nas-escolas>

OPP (2016). Ordem dos Psicólogos Portugueses: Código Deontológico. https://www.ordemdospsicologos.pt/ficheiros/documentos/web_cod_deontologico_pt_revisao_2016.pdf

OPP (2017). As/Os Psicólogas/os Valorizam a Educação e os Contextos Escolares: Perfil das/os Psicólogas/os da Educação. http://recursos.ordemdospsicologos.pt/files/artigos/perfil_das_dos_psicologas_os_da_educacao.pdf

OPP (2019). Escola SaudavelMente: Saúde Psicológica Escolar. <http://escolasaudavelmente.pt/escola/saudavelmente/saude-psicologica-escolar/saude-psicologica-escolar-2>

PEA (2023). Linhas Orientadoras do Estágio em Psicologia da Educação e Aconselhamento. FPUL (Documento Policopiado).

Students are encouraged to review the fundamental discussed in previous curricular units and to autonomously search relevant and recent articles. Further references are indicated according to the specific institutions, ongoing projects and identified needs.

Teaching methods

The internship follows a methodology that evolves from learning by observation to a progressively more autonomous practice. The student begins by observing the institutional dynamics and the work of the psychologists, participates in team meetings and orientation sessions with the supervisor of the institution and then assumes tasks and functions with progressive autonomy. This trajectory is led under the supervision of the supervisor of the faculty in order to anticipate the difficulties and prepare the trainees' performance, and subsequently discuss their intervention and results in articulation with the supervisor of the institution. The evaluation is based on indicators of the trainee's integration and performance as evidenced by supervisions, diaries, project and internship reports, as well as on the information given by the supervisor of the institution about the trainee's integration, attendance, responsibility, autonomy, ethical care and progression throughout the course of the year

Evaluation Regimes (General and/or Alternative)

There are three documents to be presented by the interns: i) the internship project - resulting from the context needs assessment and negotiation, it consists of an operative anticipation of the work to be developed during the internship, and should not be understood as a closed plan but as a guide for action

that does not overcome the richness and dynamism of the intervention itself;

ii) diary – daily record of the activities developed and the reasoned reflection that allows the monitoring of the intern's progress;

iii) internship report - presents the trainee's development, paying particular attention to the intervention, theoretical support and reflection on the implications of activities for professional and personal development.

Evaluation Elements

The evaluation is based on the integration and student performance throughout the year and in the report, and on the information of the institutional adviser about attendance, punctuality, compliance with the rules of the institution, autonomy, progress. Internship project, diary and internship report.

Rules for grade improvement

n.a.

Rules for students having previously failed the course unit *

The student must repeat the internship

Requirements on attendance and punctuality

Regular attendance and punctuality are a key element to compete the internship.

Rules for special students

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

n.a.

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