



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

**Masters in Child and Adolescent Developmental Psychopathology - Prevention and Intervention**

<b>Name</b> Cognitive-Behavioral Intervention with Children and Adolescents I
<b>Teaching staff</b> <b>Luísa Barros</b> (Professor in charge) <b>Margarida Custódio dos Santos</b>
<b>ECTS</b> 6
<b>Functioning</b> One theoretical-practical class (three hours) per week
<b>Learning goals</b> <ul style="list-style-type: none"><li>. To reflect on the characteristics of communication with children, adolescents, and parents in the context of psychological consultation</li><li>. To train specific skills and communication strategies with children, adolescents and parents</li><li>. Using drawing and play as communication strategies with children</li><li>. To know the main guiding metamodels of intervention strategies with children and adolescents</li><li>. To know and apply cognitive-behavioral intervention methodologies with children and adolescents</li><li>. To adapt different methodologies to client development level and context</li><li>. To recognize the relevance of parent interventions in the context of clinical intervention with children and adolescents.</li></ul>



### **Skills to be developed**

. Know the fundamental methodologies and tools of communication and cognitive-behavioral intervention with children, adolescents, and parents.

. Know how to structure and apply these methodologies, depending on age, level of development, and specific context.

. Identify and critically read the relevant research to identify methodologies and conditions for implementing these interventions.

### **Prerequisites (precedences) \***

Non-applicable

### **Contents**

- 1 Communication strategies with children and adolescents - goals, developmental considerations, and application to specific situations
- 2 The use of stories, play, and drawing in counseling children and adolescents
- 3 The motivational interview
4. Developmental considerations in the selection of stakeholders and intervention methodologies
5. Observation and recording methods
6. Psychoeducation
7. Behavioral Intervention methods
8. Self-instruction and cognitive restructuring
9. Emotional regulation methods
10. Exposure methods
11. Problem-solving methods
12. The role of parents in cognitive behavioral intervention



### **Bibliography**

Henderson D., & Thompson C., (2016). Counselling children (ninth edition). Brooks/Cole Cengage Learning

Matson, J; Andrasik, F & Matson, M (2009) Treating childhood psychopathology and developmental disabilities.  
N.Y.: Springer

Naar-King S., & Suarez M., ( 2011). Motivational Interviewing with Adolescents. N.Y.: Guilford Press.

Stallard P., (2005). Think Good – Feel Good - Using CBT with children and young people. N.Y.: John Wiley & Sons

Sweeney D., (2001). Counselling children through the world of play. Oregon: Wipf & Stock Publ.

### **Teaching methods**

Theoretical-practical classes include a variety of teaching methodologies, including expository teaching in the group, dialogue and active methodologies such as video viewing and discussion, group case analysis and discussion and questioning, communication skills training and clinical structuring, and a theoretical reflection on aspects related to the syllabus. Teaching methodologies also include independent reading and critical analysis. This includes small group work to prepare materials that support specific intervention strategies and individual communication exercises with a child and adolescent and with a parent/educator, to apply the strategies worked in class.

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

Continuous evaluation. There is no final alternative regime.

### **Evaluation Elements**

The evaluation is continuous and includes as components:

1. Elaboration of interaction video with child/adolescent and its analysis - 30%
2. Group work: Each group prepares an in-depth sheet on a methodology/group of intervention methodologies, which at the end of the semester, a class portfolio is organized - 30%
3. Brief written test for evaluating content considered essential - 40%



### **Rules for grade improvement**

The group work receives feedback at an early stage, and improvements can be suggested that impact the score of this component.

In duly justified cases, students can improve their brief written test.

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

Non-applicable

### **Requirements on attendance and punctuality**

For the proper functioning of the CU, it is essential to comply with rules of attendance, punctuality, and respect for others. The maximum number of missing classes allowed is 3.

### **Rules for special students**

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

In the case of special regime students, they must participate in all activities. Adjustments may be made in cases of force majeure and decided on a case-by-case basis, but it is not possible to approve in a non-face-to-face regime.

### **Language of instruction**

The language of instruction is Portuguese, but sufficient knowledge of English is essential for reading and understanding scientific texts (reading and listening).



### **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 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. They 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