



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Master in Child and Adolescent Developmental Psychopathology - Prevention and Intervention

Name Cognitive Behavioural Intervention with Children and Adolescents II
Teaching staff (Also indicate the Professor in charge) Ana Isabel Pereira (Professor in charge) Luísa Barros
ECTS 6
Functioning One theoretical-practical class (three hours) per week
Learning goals <ul style="list-style-type: none">• To know cognitive-behavioral models that help to understand the main mental health problems in children and adolescents• To know the main methodologies and assessment measures for each mental health condition, to collect useful information for case conceptualization• To know cognitive-behavioral intervention methodologies to each mental health condition, including detailed knowledge of implementation procedures and difficulties• To know some specificities to group intervention• To know some evidence-based, individual and group, programs directed to internalization and externalization problems in childhood and adolescence
Skills to be developed <ul style="list-style-type: none">• To be able to develop a case formulation through the application of cognitive-behavioral models to individual clinical cases, integrating a development approach• To be able to select the most adequate methodologies and measures to evaluate child and adolescent mental health and collect useful information for case conceptualization



- To be able to develop an intervention plan based on case formulation
- To develop competencies related to the implementation of specific methodologies
- To be able to recognize and analyze ethical problems in the intervention with children and adolescents

Prerequisites (precedences) *

Not applicable

Contents

1. Introduction: Cognitive behavioral-intervention and case formulation
2. Understanding, assessment and cognitive-behavioral intervention in internalizing problems
 - 2.1 Anxiety
 - 2.2 Depression
 - 2.3 Obsessive-compulsive disorder
 - 2.4 Transdiagnostic approaches for internalizing problems
3. Understanding, assessment and cognitive-behavioral intervention in externalizing problems
 - 3.1 Opposition and conduct problems
 - 3.2. Hyperactivity and attention deficit
4. Understanding, assessment and cognitive-behavioral intervention in eating problems- Anorexia e Bulimia nervosa
5. Understanding, assessment and cognitive-behavioral intervention in addiction problems
6. Emergent issues: promoting mental health in LGBT clients
7. Change processes and active components of the psychological intervention

Bibliography

Christner, R. W., Stewart, J. L., & Freeman, A. (Eds.). (2007). *Handbook of cognitive-behavior group therapy with children and adolescents: Specific settings and presenting problems*. Routledge/Taylor & Francis Group.

Ehrenreich-May, J., & Chu, B. C. (Eds.). (2014). *Transdiagnostic treatments for children and adolescents: Principles and practice*. The Guilford Press.

Kendall, P. C. (Ed.). (2006). *Child and adolescent therapy: Cognitive-behavioral procedures* (3rd ed.). Guilford Press.

Reinecke, M. A., Dattilio, F. M., & Freeman, A. (Eds.). (2003). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (2nd ed.). The Guilford Press.

Weisz, J. R., & Kazdin, A. E. (Eds.). (2010). *Evidence-based psychotherapies for children and adolescents* (2nd ed.). The Guilford Press.



Further references will be provided during classes.

Teaching methods

Lectures in dialogue with the group.

Active methodologies: video viewing and analysis, role-play, case analysis, group discussion, evaluation exercises.

Student autonomous reading and analysis.

Evaluation Regimes (General and/or Alternative)

The evaluation is continuous and includes individual exercises of case formulation and development of intervention plan and brief written evaluations in class. There is no alternative evaluation regime.

Evaluation Elements

(Dates due, weights, minimum required grades)

a) Two individual exercises of case formulation and development of intervention plan (60%);

b) Individual brief written evaluations in class (40%).

All the evaluation elements are mandatory. For approval in the course unit, a minimum grade of 9.00 / 20 is required in element b)

Rules for grade improvement

Only the evaluation element b) can be improved, within the legal time limits and conditions. The improvement will be conducted through an exam during the resource exam period.

Rules for students having previously failed the course unit *

Not applicable

Requirements on attendance and punctuality

The maximum number of allowed absences is 1/3 of the classes.

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 necessity, but the CU is of mandatory attendance



Language of instruction

The lectures will be done in Portuguese, but it is essential the mastery of English for reading and viewing support learning resources (bibliography, other audio and video learning resources)

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