



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme

Master in Child and Adolescent Developmental Psychopathology - Prevention and Intervention

Name Pediatric Psychology
Teaching staff Luísa Barros (Professor in charge) Margarida Custódio dos Santos
ECTS 6
Functioning One theoretical-applied class (three hours) per week
Learning goals <ol style="list-style-type: none">1. To know the field of intervention and research of Pediatric Psychology and the relationships with other domains of Psychology and other areas of knowledge;2. To know, relate, and discriminate the main intervention paradigms in the area of pediatric psychology;3. To learn how to conceptualize clinical cases and select assessment and intervention methodologies in pediatric clinical psychology addressed to the different problems of sleep, feeding, and elimination and living the disease of treatments and rehabilitation, in situations of acute and chronic disease;4. To learn how to structure and organize the different phases of intervention based on evidence-based models.5. To apply a developmental perspective to case conceptualization, goal formulation, and selection of intervention methodologies in pediatric clinical psychology.
Skills to be developed <ul style="list-style-type: none">. Know how to identify the primary health and development problems in childhood and adolescence and understand their psychological implications.. Know how to apply developmental principles to the analysis of psychological problems associated with disease and dysfunction and intervention programs.. Know how to select, plan and apply the main intervention methodologies in pediatric clinical psychology.. Know how to select, plan and apply the intervention methodologies of pediatric psychology in the context of intervention with parents or other relevant adults.



. Know how to analyze and interpret the scientific literature in this field in a critical way.

Prerequisites (precedences) * Non-applicable

Contents

1. Pediatric Psychology: Objectives and areas of intervention; Functions of the pediatric psychologist; fundamental disciplines.
2. Developmental perspective in case conceptualization and intervention designs in Pediatric Psychology. Behavior and beliefs in pediatric psychology: children' and adolescents' behavior and meanings of; adult's behavior and beliefs (parents, educators and health professionals).
3. Structuring the pediatric psychology consultation.
4. Prevention and treatment of eating, sleeping, and elimination problems
5. Child hospitalization: risk and protective conditions during hospitalization. Impact of hospitalization on child and family development.
6. Pediatric pain: prevention and control.
7. Adaptation to pediatric chronic disease
8. Management and Adherence in Pediatric Chronic Disease.
9. Pediatric Palliative Care.

Bibliography

Edwards, M & Titman P (2010). *Promoting well-being in children with acute and chronic illness*. Jessica Kingsley Publishers.

Maruish, M (2018). *Handbook of Pediatric Psychological Screening and Assessment in Primary Care*. (1st Ed.). Routledge.

Modi, A. & Driscoll, K. (2020). *Adherence and self-management in the pediatric population*. Academic Press, Elsevier.

Pereira, A.I., Goes, A.R., & Barros, L. (2015). *Promoção da parentalidade positiva: Intervenções psicológicas com pais de crianças e adolescentes*. Coisas de Ler.

Roberts M. & Steel, R., (2017). *Handbook of Pediatric Psychology* (5th ED.). Guilford Press.

Teaching methods

Theoretical-practical classes integrate several teaching methodologies, including expository teaching in dialogue with the group and active methodologies, such as the viewing and discussing videos, group analysis and discussion of case studies, and theoretical questioning and reflection on content-related aspects. Teaching methodologies also include independent reading and analysis work of selected articles.

Evaluation Regimes (General and/or Alternative)

Continuous evaluation. There is no final alternative regime.



Evaluation Elements

The assessment is continuous and includes:

1. a portfolio comprising four parts of a case study built with a) Anamnesis and clinical elements and complaints presented; b) Excerpts from a first consultation; c) conceptualization of the case according to a developmental and cognitive-behavioral integration; d) design of the evaluation and intervention plan. 65%
2. 2. A brief written test. 35%

Rules for grade improvement

The student receives feedback on each part of the portfolio, which they can use to improve the work in the next phase. In exceptional cases, there may be an improvement in the 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